



National  
Qualifications  
2025

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# 2025 Politics Paper 1

## Higher

### Question Paper 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 20-mark extended responses

	1 mark	2 marks	3 marks	4 marks	5 marks	6 marks
<p><b>Knowledge and understanding scope</b></p> <p>Award up to <b>5 marks.</b></p>	One aspect with some description.	Two aspects, each with some description. <b>OR</b> One aspect with detailed description.	Three aspects, each with some description. <b>OR</b> Two aspects with detailed description.	Four aspects covered, each with some description. <b>OR</b> Three aspects with detailed descriptions.	Four aspects with detailed descriptions.	
<p><b>Knowledge and understanding development</b></p> <p>Award up to <b>5 marks.</b></p> <p><b>A total of 8 marks overall awarded for knowledge and understanding.</b></p>	One aspect is developed with some explanation and/or exemplification.	Two aspects are developed, each with some explanation and/or exemplification. <b>OR</b> One aspect is developed with detailed explanation and/or exemplification.	Three aspects are developed, with some explanation and/or exemplification. <b>OR</b> 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><b>Analysis*</b></p> <p>Award up to <b>6 marks.</b></p>	<p>Award <b>1 mark</b> for each analytical statement which analyses the aspects in terms of the question.</p> <p>Award up to a <b>maximum of 2 marks</b> for an analytical statement which is developed further or has additional supporting justification or evidence.</p> <p>Award a <b>maximum of 4 marks</b> for multiple comments which only focus on an individual aspect.</p>					

	1 mark	2 marks	3 marks	4 marks	5 marks	6 marks
<b>Structure</b> Award up to <b>2 marks.</b>	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.				
<b>Conclusions*</b> Award up to <b>4 marks.</b>	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 12-mark extended responses

	1 mark	2 marks	3 marks	4 marks
<p><b>Knowledge and understanding scope</b></p> <p>Award up to 4 marks.</p>	<p>One aspect, with some description.</p>	<p>Two aspects, each with some description. <b>OR</b> One aspect, with detailed description.</p>	<p>Three aspects, each with some description. <b>OR</b> Two aspects, one with detailed description.</p>	<p>Three aspects, two with detailed description. <b>OR</b> Two aspects, each with detailed description – these should include the key points.</p>
<p><b>Knowledge and understanding development</b></p> <p>Award up to 4 marks.</p> <p><b>A total of 8 marks overall awarded for knowledge and understanding.</b></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. <b>OR</b> One aspect is developed with detailed explanation and/or exemplification.</p>	<p>Three aspects are developed, with some explanation and/or exemplification. <b>OR</b> Two aspects developed, one with detailed explanation and/or exemplification.</p>	<p>Three aspects developed, two with detailed explanation and/or exemplification. <b>OR</b> Two aspects are developed, with extended explanation and relevant exemplification.</p>
<p><b>Analysis</b></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. <b>OR</b> One extended and/or justified/exemplified relevant analytical comment.</p>	<p>Three different relevant and accurate analytical comments. <b>OR</b> 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. <b>OR</b> 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><b>Knowledge and understanding</b> Award marks for knowledge and understanding based on:</p> <ul style="list-style-type: none"> <li>the breadth of knowledge covered</li> <li>the level of detail and description of these points</li> <li>the accuracy of descriptions and explanations</li> <li>how these points are developed, taking into account the use of exemplification and the levels of explanations provided.</li> </ul> <p>Award up to a <b>maximum of 8 marks</b> for knowledge and understanding.</p>	12	<p><b>Knowledge and understanding</b></p> <p>Award marks where candidates refer to the following aspects of the question:</p> <ul style="list-style-type: none"> <li>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</li> <li>Lukes’ first face of power: open face of power, where the decision-making process is considered to be relatively transparent</li> <li>Lukes’ second face of power: secretive face of power, in which the political agenda is set behind closed doors</li> <li>Lukes’ third face of power: manipulating desires, evident where power is the ability to manipulate the opinions of others in order to persuade them that what is being proposed is desirable.</li> </ul> <p>Award marks for any other relevant points.</p> <p><b>Possible responses</b> The following response would be awarded <b>1 mark</b> as it contains one relevant aspect with limited description.</p> <p><i>One of Steven Lukes’ faces of power is decision-making. This is when it is clear who has the power and how they are using it. When Congress in the US passes laws, it goes through a process which has been established for many years. We can examine the laws which have been passed and see which members from which parties voted for them.</i></p> <p>The following response would be awarded <b>2 marks</b> as it contains one relevant aspect with more detailed description.</p> <p><i>One of Steven Lukes’ faces of power is decision-making. This is when it is clear who has the power and how they are using it. When Congress in the US passes laws, it goes through a process which has been established for many years. We can examine the laws which have been passed and see which members from which parties voted for them. There is a clear procedure that each bill goes through.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p><b>Analysis</b> 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>		<p><i>It is introduced to Congress, then goes through committee stage before being debated and voted on. If it makes it through all these stages then the President will have a choice over whether to sign it into law.</i></p> <p>The following response would be awarded <b>4 marks</b> as it contains one relevant aspect with detailed description developed with detailed explanation and exemplification.</p> <p><i>One of Steven Lukes' faces of power is decision-making. This is when it is clear who has the power and how they are using it. When Congress in the US passes laws, it goes through a process which has been established for many years. We can examine the laws which have been passed and see which members voted for them. There is a clear procedure that each bill goes through. It is introduced to Congress, then goes through committee stage before being debated and voted on. If it makes it through all these stages then the President will have a choice over whether to sign it into law. For example, the Inflation Reduction Act was passed into law in 2022. The law contained aspects aimed at reducing climate disaster and also to reduce the costs of prescription drugs. The law passed through the Senate with a vote of 51–50, and 220–207 in the House of Representatives. The public were able to watch the process of the bill and could see that not a single Republican member voted for it.</i></p> <p><b>Analysis</b> Award up to <b>2 marks</b> for analytical comments on the relevance of Lukes' faces of power. To gain <b>4 marks</b> candidates must make analytical comments on all three aspects, otherwise award a <b>maximum of 3 marks</b>.</p> <p>The following response would be awarded <b>1 mark</b> as it is a straightforward analytical comment.</p> <p><i>Lukes' second face of power is relevant as groups that have more resources tend to have more political capital and as a consequence they are more able to shape the political agenda.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <p>Award up to a <b>maximum of 4 marks</b> 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>		<p>The following response would be awarded <b>2 marks</b> as it is a detailed analytical comment with supporting evidence provided.</p> <p><i>Lukes' second face of power is relevant as groups that have more resources tend to have more political capital and as a consequence they are more able to shape the political agenda. Mainstream media, like the Daily Mail, have political capital and have created 'moral panics' which encourage people in the country to feel a certain way about groups or issues. We have seen recent moral panics over issues like immigration and trans rights have arguably caused some political parties to move further to the right.</i></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><b>Knowledge and understanding</b> Award marks for knowledge and understanding based on:</p> <ul style="list-style-type: none"> <li>• the breadth of knowledge covered</li> <li>• the level of detail and description of these points</li> <li>• the accuracy of descriptions and explanations</li> <li>• how these points are developed, taking into account the use of exemplification and the levels of explanations provided.</li> </ul> <p>Award up to a <b>maximum of 8 marks</b> for knowledge and understanding.</p>	12	<p><b>Knowledge and understanding</b></p> <p>Award marks where candidates refer to the following aspects of the question:</p> <p>For example, if a candidate chooses socialism:</p> <ul style="list-style-type: none"> <li>• community</li> <li>• equality</li> <li>• common ownership</li> <li>• social class.</li> </ul> <p>Award marks for any other relevant points.</p> <p><i>Candidates must refer to the work of appropriate theorists to gain full marks; otherwise award no more than 8 marks.</i></p> <p><b>Possible responses</b></p> <p>The following response would be awarded <b>1 mark</b> as it contains one aspect with limited description.</p> <p><i>A commitment to equality is a defining feature of socialism. It argues that people should be seen as equal in terms of outcome and should be given equal opportunity and rights to reach this goal.</i></p> <p>The following response would be awarded <b>2 marks</b> as it contains one aspect with detailed description.</p> <p><i>A commitment to equality is a defining feature of socialism. It argues that people should be seen as equal in terms of outcome and should be given equal opportunity and rights to reach this goal. Socialists do not believe that people are born the same in terms of talents or abilities, but they do believe that the most significant inequalities in society are caused by the economic system. Socialists believe that justice requires that people be treated equally by society, and that people should have what they need in order to survive.</i></p> <p>The following response would be awarded <b>4 marks</b> as it contains one aspect with detailed description, exemplification and explanation.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p><b>Analysis</b> Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications. 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"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> </ul>		<p><i>A commitment to equality is a defining feature of socialism. It argues that people should be seen as equal in terms of outcome and should be given equal opportunity and rights to reach this goal. Socialists do not believe that people are born the same in terms of talents or abilities, but they do believe that the most significant inequalities in society are caused by the economic system. Socialists believe that justice requires that people be treated equally by society, and that people should have what they need in order to survive. For example, Thomas Sankara, a socialist, became the President of Burkina Faso in 1983. Due to its history of colonialism and imperialism at the hands of Europe, the country faced a high degree of social and economic inequality. When he first became President, his immediate goals were to reduce inequality by developing a health system and a huge infrastructure and house building programme. Sankara stood against liberal global capitalist structures that demanded individualism – he argued that the government should be the means through which the conditions for equality are reached.</i></p> <p><b>Analysis</b> Award up to <b>2 marks</b> for analytical comments on the chosen ideology. To gain <b>4 marks</b> candidates must make detailed analytical comments on at least two of the aspects of the question, otherwise award a <b>maximum of 3 marks</b>.</p> <p>The following response would be awarded <b>1 mark</b> as it is a straightforward analytical comment.</p> <p><i>While Marxists tend to think of class politics as being the major driver of social and economic change in society, social democrats might argue that class seems to have less importance than in the past.</i></p> <p>The following response would be awarded <b>2 marks</b> as it has additional justification and supporting evidence.</p> <p><i>While Marxists tend to think of class politics as being the major driver of social and economic change in society, social democrats might argue that class seems to have less importance than in the past. Some socialists believe that traditional Marxism can be a blunt tool. Kimberlé Crenshaw and others have argued there needs to be more nuance to think about colourism, gender, and disability and the different ways that identity can intersect with social and economic inequality.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<ul style="list-style-type: none"> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <p>Award up to a <b>maximum of 4 marks</b> 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><b>Knowledge and understanding</b> Award marks for knowledge and understanding based on:</p> <ul style="list-style-type: none"> <li>• the breadth of knowledge covered</li> <li>• the level of detail and description of these points</li> <li>• the accuracy of descriptions and explanations</li> <li>• how these points are developed, taking into account the use of exemplification and the levels of explanations provided.</li> </ul> <p>Award up to a <b>maximum of 8 marks</b> for knowledge and understanding.</p>	20	<p><b>Knowledge and understanding</b></p> <p>Award marks where candidates refer to the following aspects of the question:</p> <p>For example, if the UK and US were chosen:</p> <ul style="list-style-type: none"> <li>• the UK constitution is uncodified and the US Constitution is codified</li> <li>• the inflexibility of the US Constitution due to the complex nature of the process of the amendment, whereas the UK constitution changes with the passing of every Act of Parliament</li> <li>• the role of the judiciary in both political systems and the power of the courts in the US to overturn legislation if it is deemed to be unconstitutional</li> <li>• legislative framework to protect individual rights: <ul style="list-style-type: none"> <li>- UK – the Human Rights Act 1998, UNCRC 2024</li> <li>- US – the Bill of Rights in the US Constitution, ratified in 1791. The 14<sup>th</sup> Amendment, ratified 1868.</li> </ul> </li> </ul> <p>Award marks for any other relevant points.</p> <p><b>Possible responses</b></p> <p>The following response would be awarded <b>1 mark</b> as it contains one aspect with some description.</p> <p><i>In the UK, individuals have their rights protected by legislation passed by Parliament, as every piece of legislation passed alters the constitution. In the US however, individuals have their rights protected by the Bill of Rights in the Constitution.</i></p> <p>The following response would be awarded <b>2 marks</b> as it contains one aspect with detailed description.</p> <p><i>In the UK, individuals have their rights protected by legislation passed by Parliament. This includes legislation such as the Equality Act 2010, which ensures that people are treated equally and not discriminated against on the basis of protected characteristics such as religion, disability or sexual orientation. In the</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p><i>US however, individuals have their rights protected by the Bill of Rights in the Constitution. These rights are enshrined, so they do not change with the passing of legislation. Instead, they remain fixed as they can only be changed by a constitutional amendment and this is difficult to achieve.</i></p> <p>The following response would be awarded <b>4 marks</b> as it contains one aspect with detailed description (<b>2 marks</b>) and a high degree of development based on highly relevant exemplification and detailed explanations. (<b>2 marks</b>)</p> <p><i>In the UK, individuals have their rights protected by legislation passed by Parliament. This includes legislation such as the Equality Act 2010, which ensures that people are treated equally and not discriminated against on the basis of protected characteristics such as religion, disability or sexual orientation. The Equality Act 2010 affects many organisations including schools, hospitals and workplaces to ensure that they have policies and procedures in place to support individuals and groups. In the US however, citizens have their rights protected by the Bill of Rights in the Constitution. These rights include the right to bear arms, the right to freedom of speech and the right to a fair trial. These rights are enshrined, so they do not change with the passing of legislation. Instead, they remain fixed as they can only be changed by a constitutional amendment and in the US this is very difficult to achieve. To date, there have only been 27 amendments made to the US Constitution which demonstrates the level of complexity involved in changing it.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p><b>Analysis</b> 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"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <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><b>Analysis</b> Award up to <b>6 marks</b> for answers that provide a high degree of analytical commentary, for example:</p> <p>The following response would be awarded <b>1 mark</b> as it is a straightforward analytical statement.</p> <p><i>The rights of individuals in the UK are protected effectively by the constitution due to the ease with which it can be amended. This has been demonstrated many times with the introduction of legislation such as the Human Rights Act 1998.</i></p> <p>The following response would be awarded <b>2 marks</b> due to additional justification and supporting evidence.</p> <p><i>The rights of individuals in the UK are protected effectively by the constitution due to the ease with which it can be amended. This has been demonstrated many times with the introduction of legislation such as the Human Rights Act 1998. The Constitution in the US has the Bill of Rights enshrined; therefore, it is much more difficult to change. This means that the political system in the US cannot respond as quickly to situations which may arise which affect the rights of individuals.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p><b>Conclusion(s)</b> 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"> <li>• the extent to which a view is supported by the evidence</li> <li>• the relative importance of factors</li> <li>• counter-arguments, including possible alternative interpretations</li> <li>• the overall impact/significance of the factors when taken together.</li> </ul> <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><b>Conclusion</b> Award up to <b>4 marks</b> 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 <b>1 mark</b> as it provides a straightforward conclusion which attempts to deal with the central issue as identified by the question.</p> <p><i>Overall, constitutions are effective at protecting the rights of individuals although there can be differences in the abilities of political systems to do this. Arguably, the rights of individuals in the US are better protected than those in the UK as they are entrenched in the Constitution.</i></p> <p>The following response would be awarded <b>2 marks</b> as it provides a straightforward conclusion which deals with the central issue and also attempts to evaluate the statement in the question.</p> <p><i>In conclusion, constitutions are effective at protecting the rights of individuals, however there are differences in the ways that political systems do this. Due to the nature of the Bill of Rights in the US, rights are fixed and therefore difficult to amend. In the UK however, the fact that an Act of Parliament can change the constitution means that rights can be changed more easily. Recent examples of legislation such as the Police, Crime, Sentencing and Courts Act (2022) has reinforced the idea that the UK constitution does not protect rights of individuals to the same degree as its US counterparts.</i></p> <p>The following response would be awarded <b>4 marks</b> as it provides a developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question.</p> <p><i>Overall, it can be said that constitutions are effective at protecting the rights of individuals. The UK, with its high degree of flexibility can be said to protect rights effectively as it can respond quickly to serious issues which require change. This was particularly noticeable with the banning of handguns in the UK following the</i></p>

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	<p><b>Structure</b> Award up to <b>2 marks</b> for the structure of the essay as well as the development of a line of argument throughout the candidate's response.</p>		<p><i>Dunblane shootings. This is in contrast to the US where the entrenched nature of the Constitution means that rights such as the right to bear arms have not changed, despite increasing calls for this from a wide section of society including politicians, charities, and organisations. On the other hand, it could be argued that the UK does not protect individual rights effectively and is too quick to pass legislation which can negatively impact upon the rights of individuals, therefore not protecting them. The UK Nationality and Borders Act (2022) is an example of legislation which has been criticised by some as not protecting the rights of asylum seekers who arrive in the UK. Consequently, the entrenched nature of the Bill of Rights in the US Constitution and the process of amendment means that any proposed changes and ideas cannot be rushed, therefore avoiding the need to retrospectively change or repeal legislation.</i></p> <p><b>Structure</b> Award up to <b>2 marks</b> 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 <b>0 marks</b> 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><b>Knowledge and understanding</b> Award marks for knowledge and understanding based on:</p> <ul style="list-style-type: none"> <li>• the breadth of knowledge covered</li> <li>• the level of detail and description of these points</li> <li>• the accuracy of descriptions and explanations</li> <li>• how these points are developed, taking into account the use of exemplification and the levels of explanations provided.</li> </ul> <p>Award up to a <b>maximum of 8 marks</b> for knowledge and understanding.</p>	<b>20</b>	<p><b>Knowledge and understanding</b></p> <p>Award marks where candidates refer to the following aspects of the question:</p> <p>For example, if a candidate chooses UK and the US:</p> <ul style="list-style-type: none"> <li>• the extent of government control of parliament and the impact of party discipline in the UK</li> <li>• the separation of powers and the autonomy of representatives in Congress</li> <li>• the role of parliamentary committees in scrutinising the actions of government in the UK and congressional committees in the US</li> <li>• parliamentary procedures such as adjournment debates in the UK, ten-minute rule bills, parliamentary consideration of opposition motions, Prime Minister and Ministers' Question Time</li> <li>• the role of the House of Lords in the UK</li> <li>• the role of congress in the US, for example, Senate approval and congressional hearings</li> <li>• the ability of the legislature to remove the executive through a vote of no confidence or impeachment.</li> </ul> <p>Award marks for any other relevant points.</p> <p><b>Possible responses</b> The following response would be awarded <b>1 mark</b> as it contains one aspect with some description.</p> <p><i>In the UK Parliament, the House of Lords is known as the upper house and plays an important role in checking the work of the Government. In the US political system, the equivalent of the House of Lords is the US Senate, which is the upper house of the US Congress this also has a key role in scrutinising the work of the Government.</i></p> <p>The following response would be awarded <b>2 marks</b> as it contains one aspect with detailed description.</p> <p><i>In the UK Parliament, the role of the House of Lords is to examine the work of the Government and check that what is being proposed will work effectively for the</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p><i>benefit of the citizens. The House of Lords has over 800 appointed members, many of whom have specialist knowledge in areas such as science, economics and technology. The Senate is smaller, with 100 members elected to it. It fulfils a similar role to the House of Lords by scrutinising and checking the work of the Government. Many senators develop an expertise in specific policy areas.</i></p> <p>The following response would be awarded up to <b>4 marks</b> as it contains one aspect with detailed description (<b>2 marks</b>) and a high degree of development based on highly relevant exemplification and detailed explanations. (<b>2 marks</b>)</p> <p><i>In the UK, the House of Lords is the upper house of the UK Parliament. The role of the House of Lords is to examine the work of the Government and check that what is being proposed will work effectively for the benefit of the citizens. The House of Lords has over 800 members, many of whom have specialist knowledge in areas such as science, economics and technology. Lord Alan Sugar is a well-known member of the House of Lords due to his vast experience in business and often contributes to debates on business issues. In the US, this function is carried out by the US Congress which includes the US Senate, the upper house. The Senate is significantly smaller than the House of Lords, with 100 senators, two to represent each state. The Senators are elected to their positions and serve a six-year term, with the elections staggered every two years. Bill Cassidy (Republican) represents the state of Louisiana and as such, sits on congressional committees. He is the ranking member of the US committee in Health, Education, Labor and Pensions (HELP) and has expertise to debate and ask questions to scrutinise the work of the US Government.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p><b>Analysis</b> 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"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <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><b>Analysis</b> Award up to <b>6 marks</b> for answers that provide a high degree of analytical commentary, for example:</p> <p>The following response would be awarded <b>1 mark</b> as it is a straightforward analytical statement.</p> <p><i>In both the UK and the US committees can scrutinise the work of the executive, however there are marked differences between the two. One key difference is that congressional committees can force or subpoena witness to attend hearings and acquire information under oath meaning they have more power to investigate Government than UK committees.</i></p> <p>The following response would be awarded <b>2 marks</b> due to additional justification and supporting evidence.</p> <p><i>In both the UK and the US committees can scrutinise the work of the executive, however there are marked differences between the two. One key difference is that congressional committees can force or subpoena witness to attend hearings and acquire information under oath meaning they have more power to investigate Government than UK committees. For example, Steve Bannon, Trump’s former chief strategist, was sentenced to four months in prison for defying a subpoena to attend a congressional committee. This served as a warning to other members of the Executive in the US.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p><b>Conclusion(s)</b> 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"> <li>• the extent to which a view is supported by the evidence</li> <li>• the relative importance of factors</li> <li>• counter-arguments, including possible alternative interpretations</li> <li>• the overall impact/significance of the factors when taken together.</li> </ul> <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><b>Conclusion</b> Award up to <b>4 marks</b> 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 <b>1 mark</b> as it provides a straightforward conclusion which attempts to deal with the central issue as identified by the question.</p> <p><i>Overall, the legislature in the US is more successful at scrutinising the work of the Government than the legislature in the UK.</i></p> <p>The following response would be awarded <b>2 marks</b> as it provides a straightforward conclusion which deals with the central issue and also attempts to evaluate the statement in the question.</p> <p><i>Overall, the legislature in the US is more successful at scrutinising the work of the Government than the legislature in the UK. Although both political systems have many ways to check the work of the Government, the fact that the UK Prime Minister usually has a great deal of party loyalty means that the legislature in the UK may not scrutinise the work of the Government as much as their US counterparts.</i></p> <p>The following response would be awarded <b>3 marks</b> as it provides a developed conclusion that directly addresses and provides an evaluation of the central issue(s) in the question.</p> <p><i>In conclusion, the legislature in the US is indeed more successful in their ability to scrutinise the work of the Government than the legislature in the UK. Although the UK has weekly Prime Minister's Question time, where opposition parties can try to put the Prime Minister under pressure, it can be more difficult for the UK legislature to scrutinise the work of the Government, in part due to the high degree of party loyalty the Prime Minister often has. This is in contrast to the situation in the US where there is not the same loyalty. US Presidents, such as Joe Biden, do not have the same levels of control due to the clearly defined separation of powers. This means that politicians in the US could be said to have more autonomy than in the UK.</i></p>

Question			General marking instructions	Max mark	Specific marking instructions for this question
			<p><b>Structure</b> Award up to <b>2 marks</b> for the structure of the essay as well as the development of a line of argument throughout the candidate's response.</p>		<p><b>Structure</b> Award up to <b>2 marks</b> 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 <b>0 marks</b> 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><b>Knowledge and understanding</b> Award marks for knowledge and understanding based on:</p> <ul style="list-style-type: none"> <li>• the breadth of knowledge covered</li> <li>• the level of detail and description of these points</li> <li>• the accuracy of descriptions and explanations</li> <li>• how these points are developed, taking into account the use of exemplification and the levels of explanations provided.</li> </ul> <p>Award up to a <b>maximum of 8 marks</b> for knowledge and understanding.</p>	20	<p><b>Knowledge and understanding</b></p> <p>Award marks where candidates refer to the following aspects of the question:</p> <p>For example, if a candidate has chosen to compare the success of ‘traditional Labour’ with that of ‘New Labour’ using the 1983 and 1997 elections:</p> <ul style="list-style-type: none"> <li>• key dominant ideas of traditional Labour such as redistributive taxation, nationalisation, support for the Welfare State, trade union rights, National Health Service, approaches to management of the economy, national security</li> <li>• key dominant ideas of New Labour such as abolition of Clause IV, commitment not to increase income tax, public private partnerships, commitment to market economy, welfare reform, constitutional reform, law and order, acceptance of trade union reforms, approaches to management of the economy, national security</li> <li>• impact of these dominant ideas on the electoral performance of the Labour Party such as overall electoral performance and the appeal of the Labour Party to specific sections of the electorate.</li> </ul> <p>Award marks for any other relevant points.</p> <p><b>Possible responses</b> The following response would be awarded <b>1 mark</b> as it contains one aspect with some description.</p> <p><i>Traditional Labour’s dominant economic idea in 1983 focused on the redistribution of wealth, with manifesto promises which committed to taxing the wealthy more and introducing new taxes which would tax personal wealth. This contrasts with New Labour’s dominant economic idea in 1997 which promised no new tax increases in income tax.</i></p> <p>The following would be awarded <b>2 marks</b> as it contains one aspect with detailed description.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p><i>Traditional Labour's dominant economic idea in 1983 focused on the redistribution of wealth, with manifesto promises which committed to taxing the wealthy more and introducing new taxes which would tax personal wealth. This was in line with the democratic socialist view of the party leadership of the time and focused on traditional socialist ideas of wealth redistribution. This contrasts with New Labour's dominant economic idea in 1997 which promised no new tax increases in income tax. This was to show that Labour had changed and was no longer the party of 'tax and spend'. This is more in line with the ideas of Social Democracy which focus on equality of opportunity, and that New Labour wanted to be seen as fiscally competent.</i></p> <p>The following would be awarded <b>4 marks</b> as it contains one aspect with detailed description (<b>2 marks</b>) and a high degree of development based on relevant exemplification. (<b>2 marks</b>)</p> <p><i>Traditional Labour's dominant economic idea in 1983 focused on the redistribution of wealth, with manifesto promises which committed to taxing the wealthy more and introducing new taxes which would tax personal wealth. This was in line with the democratic socialist view of the party leadership of the time and focused on traditional socialist ideas of wealth redistribution. For example, in their manifesto Labour vowed to 'reform taxation so that the rich pay their full share and tax burden on the lower paid is reduced'. This contrasts with New Labour's dominant economic idea in 1997 which promised no new tax increases in income tax. This was to show that Labour had changed and was no longer the party of 'tax and spend.' This is more in line with the ideas of Social Democracy which focus on equality of opportunity, and that New Labour wanted to be seen as fiscally competent which had been the key draw back for the electorate in the previous election. For example, they promised 'no increase in the basic or top rates of income tax.' This is to appeal to traditional Labour voters who had been persuaded to vote for the Conservatives in recent elections due to their aspirational policies.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p><b>Analysis</b> 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"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <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><b>Analysis</b> Award up to <b>6 marks</b> for answers that provide a high degree of analytical commentary, for example:</p> <p>The following response would be awarded <b>1 mark</b> as it is a straightforward analytical statement.</p> <p><i>The 1983 General Election proved to be one of the worst results in Labour's history, in part due to their traditional socialist approach to taxation. On the other hand, when they had a more centrist approach to taxation, as they did in 1997, they went on to win a landslide majority as they portrayed themselves as a changed party, thus making themselves relevant to the electorate.</i></p> <p>The following response would be awarded <b>2 marks</b> due to additional justification and supporting evidence.</p> <p><i>The 1983 General Election proved to be one of the worst results in Labour's history, in part due to their traditional socialist approach to taxation. Indeed, 55% of ABC1 voters voted for the Conservatives in 1983 and only 16% for Labour, demonstrating that their divisive class-based policies were no longer vote winners in 1983 and they had lost much of the middle-class. On the other hand, when they had a more centrist approach to taxation, as they did in 1997, they went on to win a landslide majority, taking 37% of C1 voters, a 10% increase on 1992 and 50% of C2 voters, alongside a 12% increase in AB voters. This demonstrates that they become relevant to aspirational middle-class voters.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p><b>Conclusion(s)</b> Candidates must reach a conclusion(s), make a judgment(s) or evaluative comment(s) about the issue in the question. Evaluation involves making judgments and/or drawing conclusions on:</p> <ul style="list-style-type: none"> <li>• the extent to which a view is supported by the evidence</li> <li>• the relative importance of factors</li> <li>• counter-arguments, including possible alternative interpretations</li> <li>• the overall impact/significance of the factors when taken together.</li> </ul> <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><b>Conclusion</b> Award up to <b>4 marks</b> 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 <b>1 mark</b> as it provides a straightforward conclusion which attempts to deal with the central issue as identified by the question.</p> <p><i>In conclusion, traditional Labour ideas were not successful in appealing to working-class voters in 1983. New Labour's key ideas were successful in appealing to both working-class and middle-class voters, making New Labour's dominant ideas more successful.</i></p> <p>The following response would be awarded <b>2 marks</b> as it provides a straightforward conclusion which deals with the central issue and also attempts to evaluate the statement in the question.</p> <p><i>In conclusion, when Labour has adopted a more centrist approach their electoral performance is significantly better due to their policies becoming more relevant to a wider section of the electorate. New Labour's key ideas were successful in appealing to both working-class and middle-class voters. In 1997, New Labour secured a landslide victory with a broad-based electoral coalition that successfully appealed to both middle-class and working-class voters.</i></p> <p>The following response would be awarded <b>4 marks</b> as it provides a developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question.</p> <p><i>In conclusion, when Labour has adopted a more centrist approach their electoral performance is significantly better due to their policies becoming more relevant to a wider section of the electorate. New Labour's key ideas were successful in appealing to both working-class and middle-class voters. In 1997, New Labour secured a landslide victory with a broad-based electoral coalition that successfully appealed to both middle-class and working-class voters. In the eyes of many voters</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p><b>Structure</b> Award up to <b>2 marks</b> for the structure of the essay as well as the development of a line of argument throughout the candidate's response.</p>		<p><i>in 1983, the Labour Party was seen as being anti-business and committed to inefficient nationalised industries. Labour suffered defections from the aspirational working-class and in particular support from voters in the south of England. Labour's support was concentrated in the north, Scotland, Wales and in urban areas. In 1997, Labour's key ideas on the economy, but also on areas such as crime, was seen as relevant by many traditional Conservative voters and as a result New Labour were successful in many areas of southern England who hadn't voted Labour for decades. Tony Blair transformed the Labour Party, making it relevant to 1990s and as such was rewarded with a huge majority. This clearly shows that Labour are more successful when they are more centrist than when they have left wing policies. This is a lesson that successive Labour leaders have continued since Tony Blair.</i></p> <p><b>Structure</b> Award up to <b>2 marks</b> 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 <b>0 marks</b> 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 campaign management strategies.</p> <p><b>Knowledge and understanding</b></p> <p>Award marks for knowledge and understanding based on:</p> <ul style="list-style-type: none"> <li>• the breadth of knowledge covered</li> <li>• the level of detail and description of these points</li> <li>• the accuracy of descriptions and explanations</li> <li>• how these points are developed, taking into account the use of exemplification and the levels of explanations provided.</li> </ul> <p>Award up to a <b>maximum of 8 marks</b> for knowledge and understanding.</p>	<b>20</b>	<p><b>Knowledge and understanding</b></p> <p>Award marks where candidates refer to the following aspects of the question:</p> <p>Key aspects of traditional grassroots campaigning such as:</p> <ul style="list-style-type: none"> <li>• canvassing</li> <li>• leafleting</li> <li>• the ability of a political party to mobilise their activists</li> <li>• the success of parties in mobilising their voters to turnout</li> <li>• campaign strategies such as phonebanks and campaign buses.</li> </ul> <p>Key aspects of new technology such as:</p> <ul style="list-style-type: none"> <li>• voter databases</li> <li>• mobile apps</li> <li>• the use of social media (for example X, TikTok, Snapchat, Instagram)</li> <li>• video sharing platforms</li> <li>• other use of online platforms.</li> </ul> <p>Key aspects of media strategies such as:</p> <ul style="list-style-type: none"> <li>• TV debates</li> <li>• sit-down interviews</li> <li>• the work of spin doctors and media strategists</li> <li>• relationships with the press and control of the election narrative</li> <li>• party election broadcasts.</li> </ul> <p>Award marks for any other relevant points.</p> <p><i>Candidates must address all three aspects of the mandatory content for political campaign management strategies to gain full marks; otherwise award no more than 13 marks.</i></p> <p><b>Possible responses</b></p> <p>The following response would be awarded <b>1 mark</b> as it contains one aspect with limited description.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p><i>Traditional grassroots campaign methods, such as canvassing and local work, within each constituency still plays a significant role in election campaigns. Parties will aim to encourage their activists to go round doors within the constituency to encourage voters to vote for their party. They will also deliver leaflets and be visible in order to drum up as much support for their candidate as they can.</i></p> <p>The following response would be awarded <b>2 marks</b> as it contains one aspect with detailed description.</p> <p><i>Traditional grassroots campaign methods, such as canvassing and local work, within each constituency still plays a significant role in election campaigns. Parties will aim to encourage their activists to go round doors within the constituency to encourage voters to vote for their party. They will also deliver leaflets and be visible in order to drum up as much support for their candidate as they can. Parties will use canvassing especially to focus on issues of local or national concern and take it as an opportunity to encourage voters to vote for their party.</i></p> <p>The following response would be awarded <b>4 marks</b> as it contains one aspect with detailed description (<b>2 marks</b>) and a high degree of development based on highly relevant exemplification and detailed explanations. (<b>2 marks</b>)</p> <p><i>Traditional grassroots campaign methods, such as canvassing and local work, within each constituency still plays a significant role in election campaigns. Parties will aim to encourage their activists to go round doors within the constituency to encourage voters to vote for their party. They will also deliver leaflets and be visible in order to drum up as much support for their candidate as they can. Parties will use canvassing especially to focus on issues of local or national concern and take it as an opportunity to encourage voters to vote for their party. For example, during the 2019 General Election, the Conservative Party spent a lot of resources on canvassing voters in traditional Labour ‘red wall’ seats. Conservative activists within these areas were also able to capitalise on the pro-Brexit leanings of many of the voters in these areas, including significant spending on campaign materials which promoted the ‘Get Brexit Done’ message of Boris Johnson. The Conservatives were able to flip many seats which were considered to be safe Labour, such as Blythe Valley and Tony Blair’s former seat of Sedgefield.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p><b>Analysis</b> 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"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <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><b>Analysis</b> Award up to <b>6 marks</b> for answers that provide a high degree of analytical commentary, for example:</p> <p>The following response would be awarded <b>1 mark</b> as it is a straightforward analytical comment.</p> <p><i>This demonstrates the importance of traditional grassroots methods, as being able to speak directly to the voters allows party activists to discuss the salient issues of the day, this means they can put forward their case and is even more effective when they can tap into any hesitancy they may have about the other parties.</i></p> <p>The following response would be awarded <b>2 marks</b> due to additional justification and supporting evidence.</p> <p><i>This demonstrates the importance of traditional grassroots methods, as being able to speak directly to the voters allows party activists to discuss the salient issues of the day, this means they can put forward their case and is even more effective when they can tap into any hesitancy they may have about the other parties. In 2019, the Conservatives were able to tap into voters' concerns about Labour and Brexit leanings to turn traditional red seats blue. Furthermore, they outspent their opponents considerably, which allowed them to target voters more effectively. In the 2019 General Election, the Conservatives picked up almost 50 'red wall' seats, all of which had voted 'Leave' in the 2016 EU Referendum. This shows how significant an impact traditional grassroots methods can have on election results, particularly when utilised in tandem with modern voter profiling methods and new media such as social media.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p><b>Conclusion(s)</b></p> <p>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"> <li>• the extent to which a view is supported by the evidence</li> <li>• the relative importance of factors</li> <li>• counter-arguments, including possible alternative interpretations</li> <li>• the overall impact/significance of the factors when taken together.</li> </ul> <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><b>Conclusion</b></p> <p>Award up to <b>4 marks</b> 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 <b>1 mark</b> as it provides a straightforward conclusion which attempts to deal with the central issue as identified by the question.</p> <p><i>In conclusion, it can be said that traditional grassroots methods have a very significant impact on parties' performance in elections, particularly when they work in tandem with new technology.</i></p> <p>The following response would be awarded <b>2 marks</b> as it provides a straightforward conclusion which deals with the central issue and also attempts to evaluate the statement in the question.</p> <p><i>In conclusion, it can be said that traditional grassroots methods have a very significant impact on parties' performance in elections, particularly when they work in tandem with new technology. This is because parties rely on activists to spread their message on the doorsteps, but they are assisted in this using new technology which allows them to target swing voters more effectively.</i></p> <p>The following response would be awarded <b>4 marks</b> as it provides a developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question.</p> <p><i>In conclusion, it can be said that traditional grassroots methods have a very significant impact on parties' performance in elections, particularly when they work in tandem with new technology. This is because parties rely on activists to spread their message on the doorsteps, but they are assisted in this with new technology which allows them to target swing voters more effectively. This tends to work much more effectively at local level, and in particular areas where there has been a recent political change. This is demonstrated by the success of the</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p><b>Structure</b> Award up to <b>2 marks</b> for the structure of the essay as well as the development of a line of argument throughout the candidate's response.</p>		<p><i>Conservatives in 'red wall' seats where they used sophisticated voter databases to ensure they were hitting the electorate not only on the doorsteps but also through social media and the use of darks ads. Furthermore, the effective use of the media is also central to a campaign as without a cohesive, well-planned media strategy alongside press support, parties are likely to face significant challenges. As demonstrated by the success of the Conservatives with their simple 'Get Brexit Done' message, and the coordination of the campaign and the press message under Isaac Levido. This can be compared to the unclear Labour message under Jeremy Corbyn, who despite having a strong ground game led by Momentum, they were unable to reach voters as the press was largely against them, and the messaging around Brexit was ambiguous. All in all, for a campaign to be successful it requires a combination of effective traditional grassroots methods, combined with the effective use of new technology, but without a clear and comprehensive media strategy, the whole campaign can fall apart.</i></p> <p><b>Structure</b> Award up to <b>2 marks</b> 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 <b>0 marks</b> 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]