

C070/SQP276

Politics
Higher

NATIONAL
QUALIFICATIONS

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Course Assessment Specification

Politics (Higher)

The purpose of this document is to provide:

- ◆ Details of the structure of the Course Assessment
- ◆ Guidance on how to use information gathered from a Question Paper appropriate for this Course to estimate candidate performance

Part 1:

This part of the Course Assessment Specification details the structure of the Course Assessment.

The Course Assessment:

- ◆ consists of 2 question papers
- ◆ has a total mark allocation of 80 – Paper 1 has a mark allocation of 20 marks and Paper 2 an allocation of 60 marks
- ◆ has a total duration of 2 hours 40 minutes – Paper 1 lasts 1 hour and Paper 2 lasts 1 hour 40 minutes
- ◆ has a break of 20 minutes between Paper 1 and Paper 2
- ◆ will assess the skills of knowledge and understanding and analysis and evaluation across the Units and the integration of these
- ◆ will use language appropriate to the reading range expected of Higher candidates in any case study or stimulus.

Paper 1

- ◆ Paper 1 will take the form of a data analysis exercise.
- ◆ Candidates will be provided with a set of source materials related to the content of **any of the three Units in the Course**.
- ◆ Candidates are required to evaluate the source material provided and to reach conclusions on given issues.
- ◆ There will be **two** questions in this paper: **Question 1** will contain source material(s) – these **may** be text, tables/pie charts and/or diagrams with a possible marks range of **6-8**; **Question 2** will contain **two to four** sources – these **may** be text, tables/pie charts and/or diagrams with a possible mark range of **12-14**.
- ◆ The questions **may** be sub-divided into **two** related parts.
- ◆ The paper does not assess specific knowledge but rather the skills of analysis, interpretation and evaluation which underpin the Course.
- ◆ Candidates will answer **all** questions in this Paper.

Paper 2

There will be **three** sections in this paper: **Section A** examines the content of the *Political Theory Unit*; **Section B** examines the content of the *Political Structures Unit*; **Section C** examines the content of the *Political Representation Unit*. Questions will test recall of knowledge and understanding of political perspectives and issues relating to the topic areas studied in each section and test the ability to synthesise, analyse, interpret and evaluate these.

Detailed guidance on the content of each section is given below.

Section A – total marks 20

- ◆ This section will examine the content of the *Political Theory Unit*.
- ◆ It will contain **three** questions.
- ◆ Candidates **must** answer **one** question from this section.
- ◆ Each question will be worth a total of **20 marks**.
- ◆ Each or any question **may** be sub-divided into **two** related parts.
- ◆ Each related part will require an extended response.

Section B – total marks 20

- ◆ This section will examine the content of the *Political Structures Unit*.
- ◆ It will contain **three** questions.
- ◆ Candidates **must** answer **one** question from this section.
- ◆ Each question will be worth a total of **20 marks**.
- ◆ Each or any question **may** be sub-divided into **two** related parts.
- ◆ Each related part will require an extended response.

Section C – total marks 20

- ◆ This section will examine the content of the *Political Representation Unit*.
- ◆ It will contain **three** questions.
- ◆ Candidates **must** answer **one** question from this section.
- ◆ Each question will be worth a total of **20 marks**.
- ◆ Each or any question **may** be sub-divided into **two** related parts.
- ◆ Each related part will require an extended response.

The “added value” of the Course

Unit and Course assessments are intended to complement each other. The Unit assessment provides evidence of a specific level of achievement in separate sections of the Course. The Course assessment confirms this achievement, by sampling, but in addition provides evidence of a range of skills beyond those required for Unit success. In Higher Politics this added value consists of the following:

- ◆ retention and recall: the ability to respond to knowledge and understanding questions from across all the Units of the Course on a single occasion
- ◆ the ability to demonstrate the skills of analysis and evaluation, in familiar contexts from across all the Units of the Course on a single occasion
- ◆ the ability to respond to a task which requires the candidate to integrate their knowledge, ie to draw on and apply knowledge and understanding from more than one Unit
- ◆ responses showing more complex analysis/evaluation than required at Unit level
- ◆ the application of analysis and evaluation in more complex situations than those addressed in the Unit assessment.

Part 2

This part of the Course Assessment Specification provides guidance on how all components contribute to the Course award. It also indicates how to use the assessment information gathered from these components to estimate candidate performance.

The Course assessment is based on the two question papers:

Component	Mark Range
Question Paper 1	0 – 20
Question Paper 2	0 – 60
Total Marks	0 – 80

In National Qualifications cut-off scores should be set at approximately 70% for Grade A and 50% for Grade C with Grade B falling midway.

The following table gives an indication of appropriate cut-off scores:

Grade	Band	Mark Range
A	1	68 – 80
A	2	56 – 67
B	3	52 – 55
B	4	48 – 51
C	5	44 – 47
C	6	40 – 43
D	7	36 – 39
No Award	8	32 – 35
No Award	9	0 – 31

The cut-off scores may be lowered if question papers turn out to be more demanding than intended or expected. Alternatively, they may be raised if question papers turn out to be less demanding than intended or expected.

Worked example

- ◆ In a centre's own prelim, a candidate scores 18/20 and 32/60 giving a total mark of 50/80.
- ◆ The centre's view is that their prelim is slightly less demanding than the SQA examination.
- ◆ Using the mark range, a realistic estimate would be **band 5** rather than band 4.

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Paper 1
Specimen Question Paper
for use in and after 2007

Time: 1 hour

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Candidates should answer **both** questions.

Study the sources below and answer the questions which follow.

Source A: Readership of Selected National Newspapers, by Social Class

<i>Daily newspapers and Party recommended</i>			Newspaper Readership				
			<i>Readership (millions)</i>	<i>Percentage (%) reading each newspaper by social class: 2001</i>			
	1997	2001		AB	C1	C2	DE
Daily Mirror	Labour	Labour	5.7	12	22	30	37
The Sun	Labour	Labour	9.5	11	22	31	36
Daily Mail	Conservative	Conservative	5.5	30	34	20	16
Daily Express	Conservative	Labour	2.1	29	35	20	17
Daily Telegraph	Conservative	Conservative	2.2	57	29	8	6
The Guardian	Labour	Labour	1.0	57	31	7	5
The Times	Conservative	Labour	1.5	61	27	7	6
The Independent	Against Conservative	Against Conservative	0.6	59	30	7	5

Classification used in the table above

AB Professional/senior and middle managers/executives

C1 Junior managers/non-manual

C2 Skilled manual

DE Semi-skilled/unskilled manual

Question 1

Marks

Use only the information in Source A.

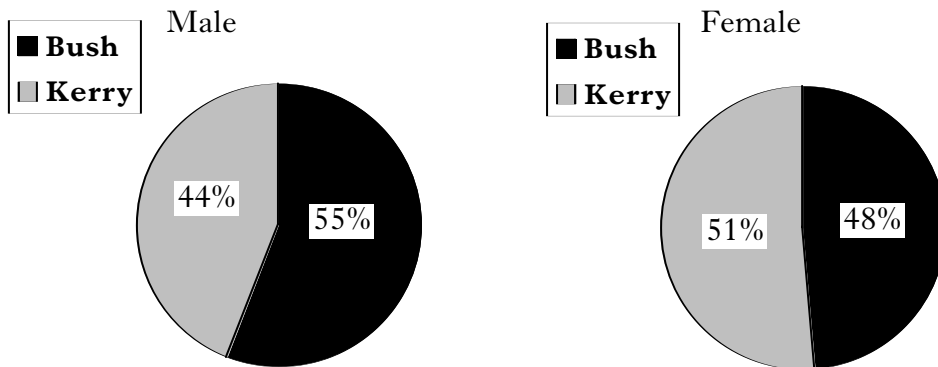
What conclusions can be drawn about the links between newspaper readership and party recommendation?

6

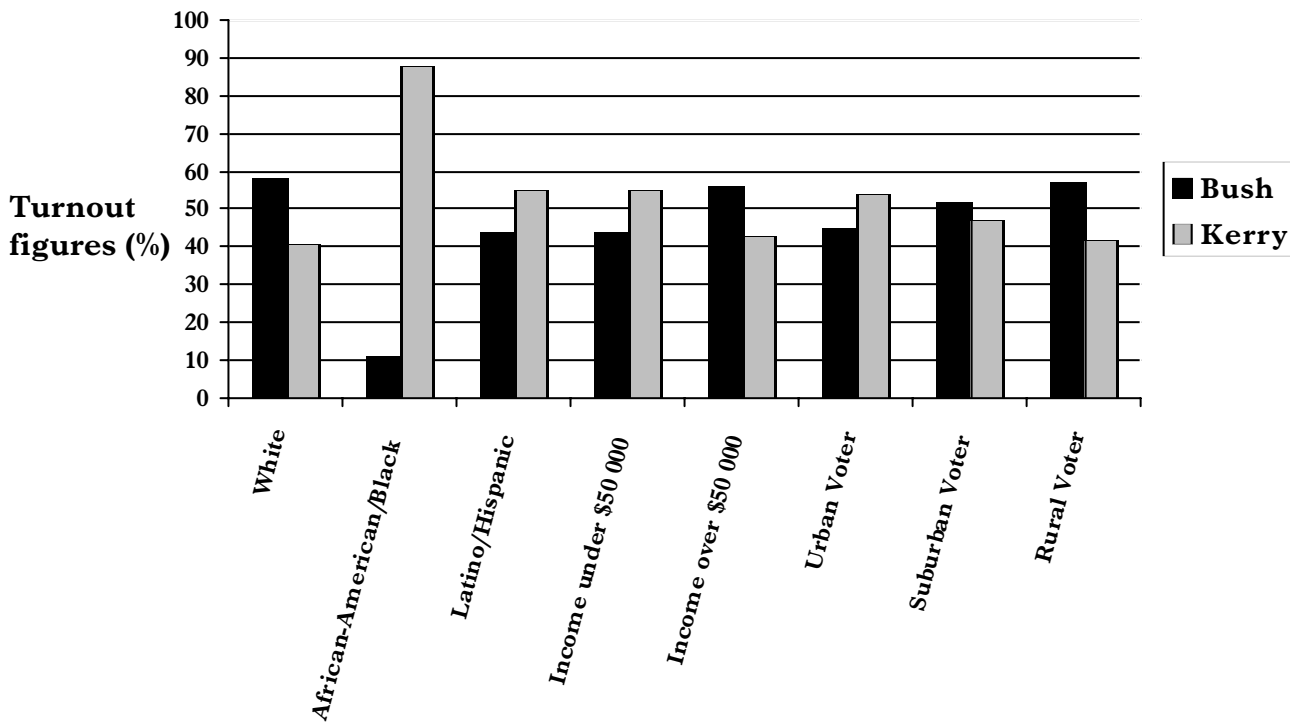
Source B: Presidential Election Results, USA 2004

<i>Candidate</i>	<i>Party</i>	<i>Electoral College Votes</i>	<i>Votes</i>	<i>Percentage</i>
George W. Bush	Republican	286	59 841 499	51%
John Kerry	Democrat	252	56 382 976	48%
Ralph Nader	Independent	0	406 880	1%

Source C: Turnout figures — Votes by Gender



Source D: Voting by Race, Income and Community



Source E: Issues in the Election*Marks*

<i>The importance of selected issues according to American voters</i>	<i>% Bush Voters</i>	<i>% Kerry Voters</i>
Education (4%)	26	73
Iraq (15%)	26	73
Terrorism (19%)	86	14
Economy/Jobs (20%)	18	80
Moral Values (22%)	80	18
Health Care (8%)	23	77

The table above reflects the most important issues according to American voters and shows the support received by each of the candidates from these voters.

Question 2

Use only the information in Sources B, C, D and E.

Bush's victory was overwhelming and was welcomed by the majority of Americans. On the issues that were important to the electorate, Bush reflected the mood of the nation.

Republican spokesperson

To what extent does the evidence in **Sources B, C, D** and **E** support this view?

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[END OF SPECIMEN QUESTION PAPER]

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Paper 1
Specimen Marking Instructions
for use in and after 2007

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Candidates should answer **both** questions.

Do not over credit answers that simply describe social class, readership and party support in isolation.

Question 1

Award up to 6 marks where the candidates have identified and linked categories together.

Source A contains information relating to readership and party support of selected national newspapers.

- Two newspapers with the highest circulation, *Sun* and *Mirror*, 9.5 million and 5.7 million have the lowest readership in the upper social classes and both support Labour.
- *Daily Mail* is the only paper with a large circulation (5.5 million) which supports the Conservatives and has significant readership from the top two social classes. *The Telegraph* is the only other newspaper which has supported Conservative in both elections and has a very high readership among AB social class.
- *The Times* and the *Express* have switched support from Conservative to Labour. *The Times* has the highest readership from AB readers. Both have respectable circulations — 1.5 million and 2.1 million.
- The newspapers with the lowest circulation are the *Guardian* — 1.0 million — and *Independent* — 0.6 million. Neither supports the Conservatives and both papers attract a high proportion of AB readers — 57% and 59% of their readership.
- Since 1997 Labour has increased its support among the newspapers at the expense of the Conservatives. Vast majority of DE readership read newspapers which support Labour.

Question 2

Do not over credit answers that do not link sources together. Credit highly — up to the full 14 marks – those candidates who make insightful comments and synthesise the sources.

“Bush’s victory was comprehensive and was welcomed by the majority of Americans.”

Source B

Electoral College result gave Bush a comprehensive victory — 34 votes. However a margin of 51% to 48% is not comprehensive.

Sources C and D

Show the statement applies to males and whites but not to females or ethnic minorities.

A clear majority of men — 55% — and whites 58 % — support Bush. In contrast a narrow majority of women support Kerry — 51%; a massive majority of African-Americans/Blacks, almost 9 out of 10 and a clear majority of Latinos/Hispanics — 55% — support Kerry.

Show the statement applies to those who are not low paid and those who live outwith the cities, in the suburbs and rural communities. Those on \$50 000 and more favour Bush (56% to 43%) in contrast those on less than \$50 000 support Kerry. Residential location divides America — Bush has his greatest support in the rural areas — 57% to 42% — and the suburban areas — 52% to 47%; in contrast the city areas support Kerry — 54% to 45%.

“On the issues that were important to the electorate, Bush reflected the mood of the nation.”

Source E

Contains information that reflects the most important issues according to American voters and shows the support received by each of the candidates from these voters.

The statement can be said to be correct for two of the four most important issues — Moral Values and Terrorism but not for the Economy or Iraq.

Also accept candidates who argue that the statement is not totally correct as Bush and Kerry have equal share of the top four issues — Moral Values and Terrorism for Bush and Economy and Iraq for Kerry.

On the most important issue identified by the voters: Moral Values — 22% — Bush won massive support with 80% who identified this issue voting for Bush; Terrorism — identified by 19% of the voters gave Bush massive support; Iraq, identified by 15% of the voters, gave Kerry massive support. On Terrorism for example 86% favoured Bush compared to only 14% for Kerry whereas for Iraq 73% favoured Kerry compared to 26% for Bush; the Economy which was very important for 20% of the voters, had 80% favouring Kerry. For the two least of the important issues, Health Care — 8% — and Education — 4% — Kerry had the support of 77% and 73% respectively.

[END OF SPECIMEN MARKING INSTRUCTIONS]

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Paper 2
Specimen Question Paper
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Time: 1 hour 40 mins

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Candidates should answer **THREE** questions.

- ONE** from Section A—Political Theory
- ONE** from Section B—Political Structures
- ONE** from Section C—Political Representation

Each question carries 20 marks.

Section A—Political Theory

Answer ONE question from this section.

Marks

- A1.** “Marxism offers an analysis of state power that fundamentally challenges the pluralist image of the state as a neutral arbiter or umpire.”

Discuss.

(20)

- A2.** “Power and authority are closely related but do not mean the same thing.”

Discuss, using the work of Steven Lukes and Max Weber to illustrate your answer.

(20)

- A3.** Compare and contrast the key elements of liberalism proposed by John Locke with those of Edmund Burke’s conservatism.

(20)

Section B—Political Structures

Answer ONE question from this section.

Marks

- B4.** Compare and contrast the roles and powers of committees in the UK Parliament with those in **either** the Scottish Parliament **or** the US Congress. (20)
- B5.** Compare and contrast the origin and passage of government legislation in the UK Parliament with that in **either** the Scottish Parliament **or** the US Congress. (20)
- B6.** Compare and contrast the powers of the UK's Prime Minister with those of **either** Scotland's First Minister **or** the President of the USA. (20)

Section C—Political Representation

Answer ONE question from this section.

Marks

- C7.** Explain the key features of the delegate and mandate theories of representation, illustrating your answer with examples from the UK. **(20)**
- C8.** Explain the role of political parties and pressure groups in the UK political process. **(20)**
- C9.** Compare and contrast the advantages of the electoral systems used to elect the UK and Scottish Parliaments. **(20)**

[END OF SPECIMEN QUESTION PAPER]

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Paper 2
Specimen Marking Instructions
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Section A

A1.

Candidates must refer to the quote and structure a robust and relevant answer around it in order to gain high marks (15 plus/20). Award **2 or 3 marks** for each point correctly explained depending on development and the link to relevant theorists — Marx/Lenin and John Locke — up to a total of **20 marks**.

Credit any of the following or other relevant points:

General points

Candidates may refer to the “**state debate**” and its key questions in their answer comparing and contrasting the Marxist and pluralist approaches ie what is meant by the state; what is the nature of state power; what should be done by the state and what should be left to private individuals and associations? What is the state and how can it be distinguished from government?

Pluralism

- Assumption that society is made up of many groups
- A competitive process where a plurality of organised interests try to control or influence government policy
- State is politically neutral — power is widely and evenly distributed
- Comes from a liberal tradition — state acts as umpire in society (as in quote)
- No single group or elite dominates but in reality political access and power are unevenly distributed
- Pluralists concentrate on government therefore not the state — with the state being discussed and the courts, the civil service and military being seen as political actors in their own right rather than elements of a broader state machine
- Candidates should refer back to John Locke to illustrate the theory
- Some theorists believe the role of the state is to respond to external pressures — reactive role — others believe the state should create the framework for society to operate effectively but be able to respond to societal pressures — proactive role
- State action must be in response to the needs and demands of ordinary citizens— good examples in UK in terms of the economy, living standards and the development of the welfare state
- Government bodies act within constraints of election and re-election. This means popular control, choice and participation for individuals.

Marxism

- Although Karl Marx is an obvious source here candidates should also use Lenin
- Marx did not provide a coherent, detailed analysis of the state but his writings have been interpreted widely by many and extended by Lenin (amongst others)
- State power is about the economic base and an individual’s relationship to the means of production — proletariat/bourgeoisie; worker/capitalist
- The state regulates conflict and tries to maintain order and stability
- State acts as an instrument of class rule — to protect and maintain the interests of the dominant economic/political class

- The state is a set of political institutions which reflects the nature of class divisions in society
- State is a product of historical class struggle — state is not neutral but plays a key role in representing and operating in the interests of the dominant class
- Candidates could choose UK and illustrate the argument put forward by some that a single, cohesive ruling class exists — power is due to its ownership and control of capital — credit appropriate examples and explanations, particularly to materialism and the economic system as the basis of society. Superstructure and substructure and their relationship to policy and power
- Candidates may use USSR or China or Cuba and show how Lenin extended Marx's ideas
- Notion of the dictatorship of the proletariat and the fact that there will be no need for a state when the lower phase of socialism moves on to the higher phase of communism.

A2.

Candidates must refer to the quote and use the work of Lukes and Weber to achieve a pass. Award **2 or 3 marks** for each point correctly explained depending on development and the link to relevant theorists.

Credit reference to any of the following points or other relevant points:

Terms often treated as interchangeable but this is inaccurate. Power refers to the ability to achieve certain ends while authority refers to the right to exercise that power. Candidates should be credited highly for introducing the concept of legitimacy if defined and appropriately related to power and authority.

Power

- Credit reference to different definitions of power eg the ability to get what we want — power to — and the capacity to achieve objectives rather than to exercise control over other people
- The consensus view of power is rejected by those who favour the view of power based on conflict — power is getting people to do what they would not have done otherwise ie power over others. This allows candidates to distinguish between different dimensions of power or as Steven Lukes (1974) described them
- Power as decision-making — the open-face of power that can be seen to be exercised when a decision is taken. This type of decision-making can nevertheless be influenced in a variety of ways eg Boulding said it may not be that open but influenced by intimidation (the stick) or productive exchanges involving gain (the deal) or the creation of obligations, loyalty and commitment (the kiss). Credit references to other theorists if relevant but not if they are substitutes for the theorists asked for in the question
- Power as agenda setting — the secret face of power — exercised behind closed doors. Those who have power to set the political agenda have the power to determine not only what can be discussed but also, more importantly, what cannot be discussed. Power is also therefore about preventing decisions being taken ie “non-decision making”
- Power by manipulating desires — people with such power can persuade others that what is being offered is desired — ability to shape what someone thinks.

Authority

Closely connected with power — additional factor that those over whom power is exercised must believe the power holder has the moral right to exercise power and to employ sanctions if they wish — “legitimate power”.

Using Max Weber’s work the student should be credited for describing different types of authority and giving relevant examples to illustrate these eg traditional authority — rooted in history; charismatic authority which stems from personality and legal-rational authority which is grounded in a set of impersonal rules.

Credit appropriate linking examples eg traditional — monarchy; charismatic — Ghandi or Hitler; legal-rational — bureaucracies.

A3.

Award **2 or 3 marks** for each point correctly explained depending on development and the link to the named theorists Locke and Burke. Credit appropriate historical background/contexts used by candidates. It is important that candidates do not just describe or explain each theorist’s work in turn they must compare and contrast their ideas appropriately in order to gain high marks.

Conservatism

Edmund Burke was in opposition to the radical new ideas of those leading the French revolution — and he developed his thoughts into a logical and full account of early conservative principles as follows:

- Man is not a rational creature but is driven by basic instincts and emotions — the imperfections of man had to be recognised
- Since man is not capable of being made perfect through education etc he must have discipline imposed on him by some superior force
- Man needs order and security — which are more desirable than individual freedom and tolerance. The purpose of political power is to create and maintain good order
- This is best achieved through continuity and respect for traditional institutions — eg landed interests, the family, the church
- Rapid and violent change is to be avoided — reforms only when necessary and with regard to tradition
- Ownership of property brings responsibility — those who own should try to look after/protect those who don’t
- Credit other relevant points.

Liberalism

John Locke's view was that each man is born with certain rights which are natural and cannot be denied to him by other men — government needs to be based on consent.

- Individualism — core principle of liberalism — a belief in the supreme importance of the human individual as opposed to any social group
- Freedom — individual freedom or liberty is a core value of liberalism; arises naturally from belief in individual
- Reason — world has rational structure and humans have ability to reason — believe in progress and the capacity of individuals to resolve their differences through debate not war
- Equality — “born equal” — liberals have a commitment to equal rights especially before the law and in politics eg one person, one vote, favour equality of opportunity — meritocracy — rather than equality of outcome
- Toleration — to think, act and speak (within some limits) can lead to social enrichment, believe pluralism is healthy; natural balance and harmony — no such thing as irreconcilable conflict
- Consent — willing agreement — “consent of the governed” — favour democracy and representation although need a “constitution” as vital to guarantee order and stability in society — aware of dangers of tyranny — need bill of rights and written constitution
- Credit other relevant points.

Section B

B4.

Candidates must compare and contrast appropriately and should not score above 10/12 if they simply describe or explain the roles and powers of committees in each of their chosen countries.

Award **2 or 3 marks** for each point correctly explained depending on development and relevance. Credit references to points made below and other appropriate points and examples.

UK Parliament: (see below in USA section for other relevant points)

- Select Committees are set up by both the House of Commons and House of Lords. They are investigative committees that look at particular policy areas and produce reports on specific topics. The membership of a committee will be chosen to reflect the relative strength of the political parties in the House which set it up
- It is argued that the committees are involved in scrutiny of the government but they are dominated by the majority party and one has to look at the committees in the Lords for a more independently-minded approach
- It would be true to say that the Foreign Affairs Committee investigation into the Iraq war played a key role in informing everyone
- In the House of Commons many of the select committees look at the work of individual government departments. So, for example, there is an Education and Skills Committee that looks at education and training issues and the work of the Department for Education and Skills. In the House of Lords the select committees generally cover broader policy areas such as science & technology, the European Union, the constitution and economic affairs
- A committee will choose a topic to investigate and then usually ask people and organisations to provide evidence, either in writing or in person. When the committee has gathered enough evidence it will publish a report, which will often contain a number of suggestions about what the government should do. The government must consider these suggestions and respond to the report
- Standing Committees are set up by both the Houses to consider the details of individual bills.

Scotland

The Scottish Parliament is a unicameral, committee-based legislature. A conscious decision was taken not to follow the Westminster practice where the committee system was criticised as weak, encouraged executive dominance and did not allow effective legislative scrutiny.

A committee system was preferred because it was felt that this was in line with the key principles outlined in “Shaping Scotland’s Parliament”. In particular, the committee system was designed to:

- encourage significant public involvement in the Parliament’s activities. For example, individuals as well as members of organisations and groups can appear before committees or write to them to give evidence
- enable the Parliament to hold the Scottish Executive to account effectively. Part of a committee’s work is to scrutinise the work of the Scottish Executive. The ministers in the Executive do not sit on committees but can be asked to appear before the committee to answer questions
- encourage the sharing of power. Committees can investigate any item which falls within their remit, hold inquiries and make recommendations to Parliament and the Executive. Committees also have the power to initiate legislation themselves.
- another novel committee is the Public Petitions Committee. The Public Petitions Committee (PPC) is a special committee set up to allow the public direct access to the Parliament. Any individual or group can make a request (petition) for the Parliament to:
 - take a view on a matter of public interest or concern; or
 - change existing legislation or introduce new legislation.

The PPC will consider each petition and make a decision on the course of action to be taken in each case. The PPC has several courses of action it may take. Basically, it decides whether the parliament as a whole should debate the issues, a specific committee should deal with it or whether it is more appropriate for another body to consider the petition. Provided the subject matter is within the Scottish Parliament’s remit (ie refers to a devolved matter) the PPC must consider the petition.

- Committees play a central part in the work of the Parliament — taking evidence from witnesses, scrutinising legislation and conducting inquiries. Most committees meet weekly or fortnightly, usually on Tuesdays or on Wednesday mornings, in one of the Scottish Parliament’s committee rooms – or in locations around Scotland. Most meetings are in public
- Committees which are established for the duration of the current parliamentary session are called Subject committees — their remits are based on the responsibilities of Executive departments eg enterprise and lifelong learning, communities, health and justice; Mandatory committees, whose remits are set out in the Parliament’s standing orders include Finance, Audit and Equal Opportunities; Private Bills committees — are set up to consider particular bills.

The USA

- “Congressional government is committee government” — Woodrow Wilson
- The committees in the USA are also select and standing committees but the differences in roles and powers are quite stark compared with the UK which is still executive/government dominated whereas in the USA they’re more independent
- The congressional committees examine the detail of some 6,000 bills over a two-year period — they’re an important filter — whereas the UK Parliament looks at about 250 a year; unlike the UK where government bills are not seriously obstructed or changed the bills coming through the committees in the USA often look very different
- Reviewing draft bills is relatively new in the UK but routine in the USA; taking evidence from witnesses is also something routine in the USA
- Senate committees — scrutiny of appointees/hearings etc — almost 20% of Supreme Court nominations have been rejected in the past
- Scrutiny of government performance and expenditure is another routine role in the USA but happens more now in the UK
- Role of specialist committees as long as members are not too closely involved with outside interests
- Separation of powers in the USA works well enough to ensure congressional committees are still sufficiently effective to be held up as an example to other democracies; the UK has been trying to catch up in this — the two have committees which sound the same and have some of the same goals but the UK parliament is still dominated by a powerful executive.

B5.

Candidates must compare and contrast appropriately and should not score above 10/12 if they simply describe or explain the origin and passage of government legislation in each of their chosen countries.

Award **2 or 3 marks** for each point correctly explained depending on development and relevance.

Credit references to aspects of the following:

The UK Parliament

- In the UK a major part of the work of parliament lies in making legislation. The vast majority of bills are government bills which are put forward by the government of the day while Private Members Bills are put forward by backbench MPs (very few are successful in reaching the statute book)
- Government bills may originate from a Party manifesto commitment or they are put forward by ministers and drafted by civil servants in each department — they may come from interest/pressure group concerns and lobbying or a critical event eg gun law changes due to tragedies etc; a cabinet committee will decide which bills go forward in a session because more are proposed than can be dealt with
- Candidates should briefly explain the process from the Queen’s Speech; First Reading; Second Reading; Committee stage; Report stage; Third Reading and then the Lords and Royal Assent

- Mention of Parliament Acts 1911 and 1949 and the ability of the Commons to overrule the Lords should be credited highly if explained and illustrated appropriately
- Legislation in the UK Parliament cannot be overturned by any higher authority; parliament cannot bind its successors
- The whip system, government majority, control over the legislative timetable gives the government dominant status.

The Scottish Parliament

Similar origins and passage process in Scotland — once again Executive dominance over the process but Member's bills have a better opportunity of success.

- Scottish Parliament can only legislate in certain defined areas eg education, health, agriculture and justice
- There are a number of different types of bills which could become law in Scotland: **An Executive Bill** is introduced by Ministers; **Member's Bill** is introduced by a Member of the Scottish Parliament while a **Committee Bill** is introduced by the Convenor of a parliamentary Committee and a **Private Bill** can be introduced by an external person, company or group of people
- **Stage 1** : General principles of the Bill are considered
- **Stage 2** : Text of the Bill is developed
- **Stage 3** : Parliamentary scrutiny
- **Royal Assent**: Turns a Bill into an Act.

The US Congress

The situation in the USA is vastly different:

- President and Cabinet not members of Congress; perhaps no party majority in either the Senate or House of Representatives; looser party loyalty; no whip system; much more independent; role of lobbying and interest groups much more important in USA
- President or representative starts the process; Speaker sends bills to appropriate standing committee; bill examined — may end there, or passed on unamended or be amended radically before being “reported out” (passed on); Rules Committee places bill on the House agenda — all Presidents' bills get a high placing, those which are low placed are unlikely to be passed; whole house considers bill, debate and vote; goes to Senate — similar procedure — if there are disputes it can go to a Conference Committee of both Houses to resolve; then to President who can sign it or veto it — if vetoed, goes back with his objections and a two thirds majority can overturn the veto, if not it fails to pass.

B6.

Candidates must compare and contrast appropriately and should not score above 10/12 if they simply describe or explain the powers of the PM, First Minister and/or President from each of their chosen countries.

Award **2 or 3 marks** for each point correctly explained depending on development and relevance.

Credit references to aspects of the following:

- Comparing the UK's Prime Ministerial executive with either Scotland's First Minister or the American President will lead to some similarities and differences and interpretations/conclusions about which is more or less "powerful" in one area or another — if Scotland is chosen it should be clear the First Minister lacks power in several critical areas and these should be named
- The UK and USA examples, if chosen, could point to a number of similarities eg extensive powers of patronage; chief policy-makers; heads of the governing party; foreign policy; role of Commander-in-Chief of armed forces — critical in US especially
- Variations in power tend to be more subtle — the President dominates his Cabinet and unlike the PM he cannot be outvoted by them; patronage is directly from the President for the whole of the administrative services — he does not share this with Cabinet members; the President cannot be removed from office for political reasons by the legislature whereas the PM depends on parliamentary support
- The PM though is not limited by an entrenched constitution — a big plus for the PM over the President; PM's patronage does not need the approval of the legislature like the President's does; PM's party support much stronger than that which a President in the USA can count on where the party machine is much weaker; PM dominates Parliament whereas President may not dominate Congress; UK more unitary therefore less problems than President who has to deal with strong regional forces and he has limited jurisdiction among the states; PM chooses date of elections — dates fixed in USA
- Credit references to other relevant points
- Candidates should reach a conclusion based on the evidence they present.

Section C

C7.

Award **2 or 3 marks** for each point correctly explained depending on development and relevance. Credit appropriate references including the following:

Delegate Theory

- Delegate — a person who is chosen to act for another on the basis of clear guidance or instructions
- Expected to convey the views of others with little capacity to exercise personal judgement or preferences eg TU official
- Requires regular elections and constituency meetings to ensure dialogue between delegate and electors/party members
- Possibility of recall to give more control
- Closer to popular sovereignty and helps check self-interest (to some extent) but it is argued that it limits the scope for leadership and it may lead to narrow thinking (local issues) and conflict between local and national issues
- Relevant examples from UK to back up points made.

Mandate Theory

- This theory/model was developed to reflect the growth of importance of the modern political party in getting individuals elected — there are few independent representatives any more
- This is based on the “doctrine of the mandate” — on winning an election a party gains a popular mandate that authorises it to carry out the policies and programmes it campaigned on during the election. Since it is the party and not the individual that is the agency of representation in this theory/model party unity and party discipline become more important and justified. Reps are therefore more loyal to the party that helped them get elected
- Candidates may mention some criticisms of the mandate — voters do not always act rationally in choosing a party/rep on the basis of policies; they may be swayed by one or two manifesto policies but not support many others
- Relevant examples from UK to back up points made.

C8.

Award **2 or 3 marks** for each point correctly explained depending on development and relevance. Credit appropriate references and examples including:

- Candidates outlining the main differences between political parties and pressure groups — political parties and pressure/interest groups both recruit members. Political parties seek to become the government — pressure/interest groups do not usually seek power but to advance the economic or other interests of their members
- Candidates may wish to mention one or two examples of pressure/interest groups — TUs, CBI, Friends of the Earth, Fathers for Justice, etc. Candidates may also mention that pressure/interest groups can be classified as either insider or outsider groups

- Possible mention of recent new parties linked to specific issues eg George Galloway’s Respect Party (arose out of Iraq war issue); Robert Kilroy-Silk’s Veritas Party (partly out of an anti-european or pro-UK stance)
- Pressure/interest groups usually try to influence policy in areas that impact on their members. A number of methods are available to them — lobbying politicians, via the media, campaigns, demonstrations — credit relevant examples used to exemplify points
- Political parties usually elect their leaders — pressure/interest group leaders are appointed or may emerge, leading to claims that they are undemocratic
- Political parties are concerned with a broad range of policies concerning things that may affect the whole population. Pressure/interest groups are concerned with things that affect their members’ interests
- Insider pressure/interest groups are often consulted by political parties because of their expertise and interest in a proposed policy. Outsider groups can also submit their opinions to policy makers. Some groups choose to remain as outsider groups because they wish to retain their freedom to campaign etc
- Some pressure/interest groups sponsor MPs so that their interests are advanced in “the corridors of power”
- Reward relevant comments and examples of how candidates are selected, campaigns are organised and financed, election manifestos are put together and advertised and how parties may organise the voters
- Other relevant points.

C9.

Candidates must compare and contrast appropriately and should not score above 10/12 if they simply describe or explain the advantages of each of the electoral systems.

Award **2 or 3 marks** for each point correctly explained depending on development and relevance. Credit appropriate examples from the UK given by the candidate.

UK system is first-past-the-post whereas the Scottish system involves first-past-the-post and an additional member top-up.

Candidates should give a brief description of the different methods of election. The advantages of the additional member system in a sense cover some of the disadvantages of the first-past-the-post while the disadvantages of the first-past-the-post lead into the advantages of the additional member system.

First-past-the-post

Advantages:

- Easy to understand — one choice and on the whole the voter understands that they are voting for a particular party and by implication a party they want in government (yes there are many other reasons for voting in a particular way but this is a general assumption)
- It produces clear and usually decisive results — there is rarely uncertainty who will form a government; very different from Italy or Israel with indecisive results
- Since a single party usually wins the “doctrine of the mandate” and the manifesto is relevant — victory gives authority to implement their manifesto; very different from coalition governments and what policies will be kept or dropped

- Strong traditional link between constituencies and their MP — local views looked after irrespective of party (but not always).

Candidates should give good/relevant examples to back up these points — credit appropriately.

Additional Member System

- Generally a proportion of seats are filled by a FPTP method — in Scotland it is 73 — using single-member constituencies; the remaining seats are filled — 56 seats — using a party list; electors cast two votes; one for a candidate in the constituency election and the other for a party.

Advantages:

- The whole assembly is proportionally representative and there is a better balance of electoral fairness and the need for constituency representation
- It keeps alive the possibility of single-party government
- It allows electors to choose a constituency rep from one party yet support another party to form a government
- It takes account of the fact that holding Ministerial office and representing constituents are very different jobs with different talents and experience required.

Relevant examples of how this has helped the Scottish Socialist Party, Green Party and Independents in Scotland should be credited.

[END OF SPECIMEN MARKING INSTRUCTIONS]