



National
Qualifications
SPECIMEN ONLY

S858/76/11

**Politics
Paper 1**

Date — Not applicable

Duration — 1 hour 45 minutes

Total marks — 52

SECTION 1 — POLITICAL THEORY — 20 marks

Attempt **EITHER** question 1(a) **OR** question 1(b).

SECTION 2 — POLITICAL SYSTEMS — 12 marks

Attempt **EITHER** question 2(a) **OR** question 2(b).

SECTION 3 — POLITICAL PARTIES AND ELECTIONS — 20 marks

Attempt **EITHER** question 3(a) **OR** question 3(b).

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



* S 8 5 8 7 6 1 1 *

SECTION 1 — POLITICAL THEORY — 20 marks
Attempt EITHER question 1(a) OR question 1(b)

1. (a) The benefits of direct democracy are far superior to those of representative democracy.

Discuss with reference to the ideas of relevant theorists.

20

OR

- (b) To what extent are the key features of political ideologies different?

You **must** refer to **two** political ideologies and also to the ideas of relevant theorists.

20

[NOW GO TO SECTION 2 ON PAGE 3]

SECTION 2 — POLITICAL SYSTEMS — 12 marks
Attempt EITHER question 2(a) OR question 2(b)

2. (a) Compare the role of the constitution in protecting individual rights in **two** political systems you have studied.

12

OR

- (b) Compare the role of the executive branch in making policy in **two** political systems you have studied.

12

[NOW GO TO SECTION 3 ON PAGE 4]

[Turn over

SECTION 3 — POLITICAL PARTIES AND ELECTIONS — 20 marks

Attempt EITHER question 3(a) OR question 3(b)

3. (a) To what extent do the dominant ideas of political parties have a positive impact on their electoral performance?

In your answer you **must** refer to **two** sets of dominant ideas either within one political party or between two political parties you have studied.

20

OR

- (b) Traditional grassroots campaigning remains the most effective strategy for political parties during elections.

Discuss.

20

[END OF SPECIMEN QUESTION PAPER]



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Marking Instructions

These marking instructions have been provided to show how SQA would mark this specimen question paper.

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General marking principles for Higher Politics

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

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

Marking principles for each question type

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

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

Extended response questions (12 or 20 marks)

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

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

Analyse questions

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

Compare questions

- Candidates identify differences and/or similarities.

Evaluate questions

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

Discuss questions

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

To what extent questions

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

General marking guidelines for extended response (20 marks)

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

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

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

General marking guidelines for extended response (12 marks)

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

Marking instructions for each question

Section 1 – Political theory

Question		General marking instructions	Max mark	Specific marking instructions for this question
1.	(a)	<p>Candidates must demonstrate knowledge and understanding of key features of political concepts, ideologies or theories as appropriate to the question, and any links between them.</p> <p>Candidates must refer to the works of appropriate theorists to gain full marks; otherwise award no more than 13 marks.</p> <p>Knowledge and understanding Award marks for knowledge and understanding based on:</p> <ul style="list-style-type: none"> the breadth of knowledge covered the level of detail and description of these points the accuracy of descriptions and explanations how these points are developed, taking into account the use of exemplification and the levels of explanations provided. <p>Award up to a maximum of 8 marks for knowledge and understanding.</p>	20	<p>Knowledge and understanding Award marks where candidates refer to the following aspects of the question:</p> <ul style="list-style-type: none"> key features of direct democracy (for example citizens participate fully in the political process, creates a better informed citizenry, don't have to rely on self-serving politicians, heightens the control of citizens) key features of representative democracy (for example voters choose representatives to make decisions on their behalf, more practical than direct democracy, allows government to be in the hands of those with expert knowledge, ordinary citizens don't have to be directly involved) ideas of relevant theorists associated with each approach (for example Plato's critique of direct democracy, Schumpeter's evaluation of representative democracy). <p>Award marks for any other relevant points.</p> <p>Possible responses The following response would be awarded 1 mark as it contains one aspect with some description (1 mark).</p> <p><i>Direct democracy means that people are expected to directly take part in political decision-making, such as law-making. It means that they don't have to rely on professional politicians who may only be in it for themselves. Representative democracy is different. This is when there is a vote to choose the people that should make the laws and run the country. Ordinary people can then get on with their own lives and not have to bother about getting politically involved.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>The following response would be awarded 2 marks as it contains one aspect with detailed description (2 marks).</p> <p><i>Direct democracy means that people are expected to directly take part in political decision-making, such as law-making. It means that they don't have to rely on professional politicians who may only be in it for themselves. As a result there is less risk that politicians are faced with conflicts of interests such as the influence of lobbyists. Representative democracy is different. This is when there is a vote to choose the people that should make the laws and run the country. Ordinary people can then get on with their own lives and not have to bother about getting politically involved. This is an indirect form of democracy where popular participation in government is infrequent and brief. The link between the government and the governed is then described as an 'electoral mandate'. Those with greater expert knowledge and experience may then govern.</i></p> <p>The following response would be awarded 4 marks as it contains one aspect with detailed descriptions (2 marks) with a high degree of development based on highly relevant exemplification and detailed explanations (2 marks).</p> <p><i>Direct democracy means that individuals make the decisions and are expected to participate fully in the political process. Sometimes called 'pure' democracy, it negates the need for legitimacy as citizens legislate for themselves. It heightens the control held by citizens and creates a better informed and more politically knowledgeable citizenry. People are then able to express views and interests without the need for self-serving politicians. The rule that ensues is considered legitimate; decisions will be accepted since the people made them. Ever since its inception in ancient Greece, some theorists such as Plato have argued against its use, often on the grounds that the 'masses' don't know what's best for them. Others argue that the expansion of the use of referenda and of e-voting may enhance the standing of direct democracy. For example in a number of US states voters have the right to initiate referenda on specific issues.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p><i>Representative democracy is considered a limited and indirect form of democracy where popular participation in government is infrequent and brief. Citizens do not exercise power themselves, but instead, elect those who will legislate and govern on their behalf. The link between the government and the governed is thus described as an ‘electoral mandate’, for example the current Scottish Government has a mandate to legislate as a result of the 2011 Scottish Parliamentary elections. A division of labour is created wherein ordinary citizens need not become directly involved in the decision-making process. It may also allow those with greater expert knowledge, experience and education to occupy the offices of state. Electoral accountability is an important feature of this type of system. Some, however, would argue that the results of such a system don’t necessarily proportionately reflect the wishes and aspirations of the various groups within society.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Analysis Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example of an idea, theory, argument) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Analysis Award up to 6 marks for answers that provide a high degree of analytical commentary, for example:</p> <p>The following response would be awarded 1 mark as it is a straightforward analytical statement (1 mark).</p> <p><i>In a system of direct democracy everyone is directly involved in making decisions but in large-scale societies this is impractical. Representative democracy allows everyone’s views to be taken into account in a way that is more practical in modern society.</i></p> <p>The following response would be awarded 2 marks due to additional justification and supporting evidence.</p> <p><i>In a system of direct democracy everyone is directly involved in making decisions but in large-scale societies this is impractical. Representative democracy allows everyone’s views to be taken into account in a way that is more practical in modern society.</i></p> <p><i>Schumpeter considered representative democracy a credible solution to the problem of most people simply not having sufficient time or expertise to be able to continuously engage in complex political debate. This system enabled individuals to select from a variety of politicians/parties, each offering different policy options. In this way political elites present themselves to the electorate on a regular basis and remain accountable to the electorate for the decisions they make.</i></p> <p>The ideas of many different theorists could be used to answer this question. Candidates, for example, may use Plato, Aristotle, Locke, Rousseau, Paine, Schumpeter, De Tocqueville, Dahl.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Conclusion(s) Candidates must reach a conclusion(s), make a judgement(s) or evaluative comment(s) about the issue in the question.</p> <p>Evaluation involves making judgements and/or drawing conclusions on:</p> <ul style="list-style-type: none"> • the extent to which a view is supported by the evidence • the relative importance of factors • counter-arguments, including possible alternative interpretations • the overall impact/significance of the factors when taken together. <p>Although some candidates may offer a summative conclusion, many candidates develop detailed conclusions throughout their answers and you should award marks to these accordingly.</p>		<p>Conclusion Award up to 4 marks for a conclusion(s) based on the candidate's attempts to address the issue framed in the question. Candidates must also provide an evaluation/judgement of the issue addressed in the question.</p> <p>The following response would be awarded 1 mark as it provides a straightforward if limited conclusion which attempts to deal with the central issue as identified by the question (1 mark).</p> <p><i>In conclusion, direct democracy lets people participate directly in decision-making but representative democracy means that professional politicians are elected instead.</i></p> <p>The following response would be awarded 2 marks as it provides a straightforward conclusion which deals with the central issue and also attempts to evaluate the statement in the question (2 marks).</p> <p><i>In conclusion, direct democracy is superior to representative democracy. Direct democracy lets people participate directly in decision-making but representative democracy means that professional politicians are elected instead. Direct democracy allows individuals to participate directly in the decision-making process, and in so doing express their own opinions and desires without any need to elect what may become self-serving politicians.</i></p> <p>The following response would be awarded 4 marks as it provides a developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question (4 marks).</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Structure Award up to 2 marks for the structure of the essay as well as the development of a line of argument throughout the candidate's response.</p>		<p><i>In conclusion, representative democracy is superior to direct democracy. Direct democracy may let people participate directly in decision-making but representative democracy means that professional politicians are elected instead, which is much more practical. Schumpeter argued that most people simply didn't have the time or proficiency to engage in such activity. In addition, this then allows those with superior knowledge, experience and education to take-up the offices of state. To allow all citizens the right to participate directly in the political decision-making process was not something that all theorists were happy to condone: Plato, for example, disapproved of the 'masses' being considered capable of making such important decisions. Such people were, according to him, likely to be too easily influenced by the great orators. For example, it has been alleged that the Mormon Church influenced the outcome of the Proposition 8 vote in California on gay marriage by spending large amounts of money to influence voters. One of the arguments advocated by supporters of direct forms of democracy is that it heightens the awareness of the citizenry, however given social media and the 24 hour news cycle voters are now much more politically aware than they may have been in the past.</i></p> <p>Structure Award up to 2 marks for structure as well as development of a line of argument throughout the candidate's response.</p> <p>For example, award high marks to answers which define the central issues(s) in the introduction, and have a clear structure with a developed line of argument. Award low or 0 marks to answers which do not explicitly identify or address the key issue in the question, or which are poorly-structured, jumping between different parts of the question and therefore failing to develop a coherent line of argument.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
(b)	<p>Candidates must demonstrate knowledge and understanding of key features of political concepts, ideologies or theories as appropriate to the question, and any links between them.</p> <p>Candidates must refer to the works of appropriate theorists to gain full marks; otherwise award no more than 13 marks.</p> <p>Knowledge and understanding Award marks for knowledge and understanding based on:</p> <ul style="list-style-type: none"> • the breadth of knowledge covered • the level of detail and description of these points • the accuracy of descriptions and explanations • how these points are developed, taking into account the use of exemplification and the levels of explanations provided. <p>Award up to a maximum of 8 marks for knowledge and understanding.</p>	20	<p>Knowledge and understanding Award marks where candidates refer to the following aspects of the question.</p> <p>For example, if a candidate chooses liberalism and conservatism:</p> <ul style="list-style-type: none"> • background: the development of the two different ideologies – for Liberalism, the impact of the Enlightenment and development of rationalism, the replacement of feudalism by a free market economy and growth of the middle classes • attitudes toward human nature (rationalism for liberalism, human imperfection for conservatism) • the key principles associated with liberal ideology (freedom, individualism, toleration, constitutionalism and equality of opportunity) and conservative ideology (tradition, hierarchy, organic society, authority and property) • the ideas of liberal theorist John Locke as outlined in <i>Two Treatises of Government</i> and conservative theorist Edmund Burke as outlined in <i>Reflections on the Revolution in France</i>. <p>Award marks for any other relevant points.</p> <p>Possible responses The following response would be awarded 1 mark as it contains one aspect with some description (1 mark).</p> <p><i>Locke thought the role of the state should be to protect life, liberty and property of individuals and that people should be able to do what they want as long as they do not harm others. Burke thought tradition and social order were important and that radical change would be disastrous.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>The following response would be awarded 2 marks as it contains one aspect with detailed description (2 marks).</p> <p><i>Locke thought the role of the state should be to protect life, liberty and property of individuals and that people should be able to do what they want as long as they do not harm others. Locke thought these were God-given rights that should be enshrined in law and that a social contract should exist between the people and the state. Burke thought tradition and social order were important and that radical change would be disastrous. He thought that continuity was important and that the state should function to maintain social order and stability in society.</i></p> <p>The following response would be awarded 4 marks as it contains one aspect with detailed descriptions (2 marks) and a high degree of development based on highly relevant exemplification and detailed explanations (2 marks).</p> <p><i>Locke wrote in reaction to the notion of an absolutist monarchy, as proposed by Hobbes in his book Leviathan. Instead, Locke argued that the primary role of the state was to use its powers to protect people's lives, liberty and estate (property). Locke termed these the 'natural rights' as he believed they were God-given and all human beings were entitled to these. Locke believed that an implicit social contract existed between the individual and the state in that the people would accept the authority of the state as long as its role was the protection of the natural rights. If the state did not fulfil its part of the contract then the people would have no obligation to accept the authority of the state.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p><i>Burke, despite previously having supported the American revolutionaries, later became a staunch defender of the existing order; this largely due to his reflections on the chaos inflicted on France by revolution. He considered all social order to have been threatened and worried that this could happen to Britain. It was therefore essential that the long-held social values, customs and practices passed down from previous generations should be defended. Burke thought individuals to be foolish and inexperienced when compared to the collective wisdom accumulated over time by a society. Tradition is more desirable than innovation, and change within a society should be evolutionary rather than revolutionary. He worried about increasing social mobility and the adverse effect this could have upon the traditional hierarchical structure of Britain; one that had served society well, and kept it stable, for many generations.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Analysis Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example, of an idea, theory, argument) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, you may award as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Analysis Award up to 6 marks for answers that provide a high degree of analytical commentary, for example:</p> <p>The following response would be awarded 1 mark as it is a straightforward analytical statement (1 mark).</p> <p><i>For example, while conservatism may be considered reactionary in defence of the status quo, liberalism is a more progressive ideology embracing the benefits of change.</i></p> <p>The following response would be awarded 2 marks due to additional justification and supporting evidence.</p> <p><i>For example, while conservatism may be considered reactionary in defence of the status quo, liberalism is a more progressive ideology embracing the benefits of change. Conservative thinkers, such as Burke, thought the nation's values were best preserved by institutions such as the monarchy, aristocracy, land owners and the church. On the other hand, Liberals such as John Stuart Mill argued for significant changes in the UK Constitution such as Home Rule for Ireland and women's suffrage.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Conclusion(s) Candidates must reach a conclusion(s), make a judgement(s) or evaluative comment(s) about the issue in the question.</p> <p>Evaluation involves making judgements and/or drawing conclusions on:</p> <ul style="list-style-type: none"> • the extent to which a view is supported by the evidence • the relative importance of factors • counter-arguments, including possible alternative interpretations • the overall impact/significance of the factors when taken together. <p>Although some candidates may offer a summative conclusion, many candidates develop detailed conclusions throughout their answers and you should award marks to these accordingly.</p>		<p>Conclusion Award up to 4 marks for a conclusion(s) based on the candidate's attempts to address the issue framed in the question. Candidates must also provide an evaluation/judgement of the issue addressed in the question.</p> <p>The following response would be awarded 1 mark as it provides a straightforward if limited conclusion which attempts to deal with the central issue as identified by the question (1 mark).</p> <p><i>In conclusion, while both ideologies represent individualistic models, they differ in a very important way. Conservatism relies on tradition whereas liberalism tends to embrace change.</i></p> <p>The following response would be awarded 2 marks as it provides a straightforward conclusion which deals with the central issue and also attempts to evaluate the statement in the question (2 marks).</p> <p><i>In conclusion, while both ideologies are similar in their support of the individualistic – rather than the collectivist – model, they are very different in other ways. Conservatism argues for the importance of traditional customs and institutions, protected by the firm application of law and order; this in order that stability is maintained within a society. For liberals, however, only when people are free to act as they choose will society progress.</i></p> <p>The following response would be awarded 4 marks as it provides a developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question (4 marks).</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Structure Award up to 2 marks for the structure of the essay as well as the development of a line of argument throughout the candidate's response.</p>		<p><i>In conclusion, while both ideologies are similar in their support of the individualistic – rather than the collectivist – model, they differ markedly in other regards. This difference may be attributed to the way in which both came about. Whereas Locke offered a rejection of Hobbes' traditional, and absolutist, conception of how a society should be governed, Burke supported the conservation of traditional British values and institutions at a time when the threat of revolution was thought to be very real and imminent. It followed, therefore, that liberalism came to be regarded as being the more progressive ideology while conservatism was thought of as reactionary. Conservatism argues for the importance of traditional customs and practices, embodied in institutions such as family, monarchy and the church. Protection using the firm application of law and order then ensures that stability is maintained within society. For liberals, however, only when individual liberty is protected by the state will people be free to act as they choose and in such a way as to ensure that social and economic progress ensues. For them, the slow, organic and evolutionary change envisaged in conservative ideology is thought to be somewhat backward-looking. Conservatives, however, worry about the fast pace of change that could result from liberal progressive policies.</i></p> <p>Structure Award up to 2 marks for structure as well as development of a line of argument throughout the candidate's response.</p> <p>For example, award high marks to answers which define the central issues(s) in the introduction, and have a clear structure with a developed line of argument. Award low or 0 marks to answers which do not explicitly identify or address the key issue in the question, or which are poorly-structured, jumping between different parts of the question and therefore failing to develop a coherent line of argument.</p>

Section 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, adopting a comparative approach as appropriate to the question.</p> <p>Knowledge and understanding Award marks for knowledge and understanding based on:</p> <ul style="list-style-type: none"> • the breadth of knowledge covered • the level of detail and description of these points • the accuracy of descriptions and explanations • how these points are developed, taking into account the use of exemplification and the levels of explanations provided. <p>Award up to a maximum of 8 marks for knowledge and understanding.</p>	12	<p>Knowledge and understanding Award marks where candidates refer to the following aspects of the question:</p> <p>For example, if a candidate chooses the UK and US political systems:</p> <ul style="list-style-type: none"> • the Bill of Rights entrenched in the US Constitution and guaranteed. The incorporation of the European Convention on Human Rights into law in the UK as a result of legislation – the Human Rights Act 1998 • constitutional rights in the US can be very inflexible as a result of the complicated amendment process but the UK is very flexible as only legislation is required to be passed by parliament • the role of the judiciary in both systems and the power of courts in the US to overturn legislation if it infringes constitutionally protected rights. <p>Award marks for any other relevant points.</p> <p>Possible responses The following response would be awarded 1 mark as it contains one relevant aspect with some description (1 mark).</p> <p><i>Individuals in the UK have their rights protected by legislation – the Human Rights Act (1998) and individuals in the USA have their rights protected by various amendments to the American Constitution. These amendments are known as the Bill of Rights.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>The following response would be awarded 2 marks as it contains one relevant aspect with detailed description (2 marks).</p> <p><i>Individuals in the UK have their rights protected by legislation – the Human Rights Act (1998). For example, the Act completely abolished the death penalty in the UK. The death penalty still exists in some states in the USA but individuals have their rights protected by the first ten amendments to the American Constitution which is known as the Bill of Rights. For example, the first amendment guarantees the right to free speech.</i></p> <p>The following response would be awarded up to 4 marks as it contains one relevant aspect with detailed description (2 marks) and detailed development with exemplification and explanations (2 marks).</p> <p><i>Individuals in the UK have their rights protected by legislation – the Human Rights Act (1998). The Act incorporates the individual rights contained within the European Convention on Human Rights. UK citizens now have all the rights contained within the European Convention. One example was the case of Venables and Thompson, the child murderers of Jamie Bulger. Article 8 of the European Convention on Human Rights protected their privacy and newspapers are still not allowed to reveal their new identities.</i></p> <p><i>Several amendments to the American Constitution provide individuals with powerful rights. The first ten amendments to the US Constitution are known as the Bill of Rights. A good example is the 5th amendment which protects individuals against providing evidence to the police and the courts which might incriminate themselves. The concept of ‘Miranda rights’ was enshrined in US law following the 1966 Miranda v Arizona Supreme Court decision, which found that the Fifth and Sixth Amendment rights of Ernesto Arturo Miranda had been violated by the Phoenix Arizona police department.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Analysis Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications. Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example, of an idea, theory, argument) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. <p>Award up to a maximum of 4 marks for analysis.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of marks, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Analysis Award up to 2 marks for analytical comments that compare the similarities and differences between the two political systems. To gain 4 marks candidates must make analytical comparative comments on each of the aspects covered in their answer, otherwise award a maximum of 3 marks.</p> <p>The following response would be awarded 1 mark as it is a straightforward analytical and comparative comment (1 mark).</p> <p><i>Therefore individual rights in the USA are stronger than in the UK. Rights are enshrined in the Constitution. However, in the UK the Human Rights Act is very recent and could potentially be changed by a future parliament.</i></p> <p>The following response would be awarded 2 marks as it is a detailed analytical and comparative comment with supporting evidence provided (2 marks).</p> <p><i>Therefore individual rights in the USA are stronger than in the UK. Rights are enshrined in the Constitution. Therefore legislation cannot be passed by Congress which infringes these rights. It is the job of all branches of US Government to uphold the Constitution whereas in the UK, Parliament is sovereign and can use legislation to alter individual rights. The Conservative Party's immigration bill has tried to make sure that illegal migrants and others cannot abuse article 8 of the European Convention – 'the right to a family life' – to prevent their deportation from Britain. The Cameron Conservative government was committed to replacing the Human Rights Act which many opponents have argued will adversely affect individual rights in the UK.</i></p>

Question			General marking instructions	Max mark	Specific marking instructions for this question
			For full marks, candidates must make analytical comments on all aspects of the issue identified in the question.		

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, adopting a comparative approach as appropriate to the question.</p> <p>Knowledge and understanding Award marks for knowledge and understanding based on:</p> <ul style="list-style-type: none"> • the breadth of knowledge covered • the level of detail and description of these points • the accuracy of descriptions and explanations • how these points are developed, taking into account the use of exemplification and the levels of explanations provided. <p>Award up to a maximum of 8 marks for knowledge and understanding.</p>	12	<p>Knowledge and understanding Award marks where candidates refer to the following aspects of the question:</p> <p>For example, if a candidate chooses the UK and US political systems (candidates must address at least two aspects to achieve full marks):</p> <ul style="list-style-type: none"> • presidential and prime ministerial relations with their cabinets • constitutional limitations on presidential and prime ministerial powers to control policy-making • the position of the prime minister and president in the legislative process • relationships between the president, prime minister and their legislative branches including support for the executive within the legislature • support available to presidents and prime ministers to control the executive branch, for example, the prime minister’s policy unit, role of special advisers, the executive office and presidential advisors. <p>Award marks for any other relevant points.</p> <p>Possible responses The following response would be awarded 1 mark as it contains one relevant aspect with some description (1 mark).</p> <p><i>The UK Prime Minister is normally the leader of the majority party in parliament and so usually is able to pass legislation without much trouble. The US President, however, is often faced with Congress being controlled by the other main party and they can block the president’s proposals.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>The following response would be awarded 2 marks as it contains one relevant aspect with detailed description (2 marks).</p> <p><i>The UK Prime Minister is normally the leader of the majority party in parliament and so is usually able to pass legislation without much trouble. Even the May government elected in 2017 is able to pass legislation as the Conservatives and DUP have a majority. The US President, however, is often faced with Congress being controlled by the other main party who can refuse to support the budget or can block legislation the president would like to see passed.</i></p> <p>The following response would be awarded 4 marks as it contains one relevant aspect with detailed description (2 marks), and detailed development with exemplification and explanation (2 marks).</p> <p><i>The UK Prime Minister is normally the leader of the majority party in parliament and so is usually able to pass legislation without much trouble. Even the May government elected in 2017 is able to pass legislation as the Conservatives and DUP have a majority. As a result she has been able to pass contentious aspects of the budget. British prime ministers, if they have a reasonable majority in parliament, can expect to pass their legislation unless their own backbenchers rebel. In Tony Blair's first two terms in power he never lost a significant vote on his legislation.</i></p> <p><i>The US President is often faced with Congress being controlled by the other main party who can refuse to support the budget or can block legislation the president would like to see passed. President Obama was faced with Republican control of the House of Representatives since 2010 and they effectively blocked any significant legislation. Indeed, they tried to overturn his healthcare legislation and he often had to rely on executive orders to take actions.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Analysis Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications. Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example, of an idea, theory, argument) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. <p>Award up to a maximum of 4 marks for analysis.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of marks, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Analysis Award up to 2 marks for analytical comments that compare the similarities and differences between the two political systems. To gain 4 marks candidates must make analytical comparative comments on each of the aspects covered in their answer, otherwise award a maximum of 3 marks.</p> <p>The following response would be awarded 1 mark as it is a straightforward analytical and comparative comment (1 mark).</p> <p><i>As a result, the UK Prime Minister has much more power to pass legislation as they are normally able to command a majority in parliament whereas the US President can be faced with a hostile Congress controlled by the opposing party which will vote down or simply refuse to consider presidential policies.</i></p> <p>The following response would be awarded 2 marks as it is a more detailed analytical and comparative comment with supporting evidence provided (2 marks).</p> <p><i>As a result, the UK Prime Minister clearly has a greater ability to pass legislation as they are usually able to command a majority in parliament (as long as their backbench MPs remain loyal) whereas the US President can be faced with a hostile Congress controlled by the opposing party which will vote down or simply refuse to consider presidential policies. Most government bills are passed by parliament in the UK but, as events in October 2013 in the US have shown, the Republicans were able to shut down the entire federal government by denying the president the funds to operate the US Government. In fact, during Bill Clinton's presidency, much of the policy-making taking place derived from Republicans who after 1994 implemented large chunks of their 'Contract with America'.</i></p>

Question			General marking instructions	Max mark	Specific marking instructions for this question
			For full marks, candidates must make analytical comments on all aspects of the issue identified in the question.		

Section 3 - Political parties and elections

Question		General marking instructions	Max mark	Specific marking instructions for this question
3.	(a)	<p>Candidates must demonstrate knowledge and understanding of political parties and factors affecting their electoral performance.</p> <p>Knowledge and understanding Award marks for knowledge and understanding based on:</p> <ul style="list-style-type: none"> • the breadth of knowledge covered • the level of detail and description of these points • the accuracy of descriptions and explanations • how these points are developed, taking into account the use of exemplification and the levels of explanations provided. <p>Award up to a maximum of 8 marks for knowledge and understanding.</p>	20	<p>Knowledge and understanding Award marks where candidates refer to the following aspects of the question:</p> <p>For example, if a candidate chooses traditional Labour and New Labour dominant ideas:</p> <ul style="list-style-type: none"> • key dominant ideas of traditional Labour such as redistributive taxation, nationalisation, support for the Welfare State, trade union rights, National Health Service, commitment to a mixed economy, approaches to management of the economy • 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 • 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. <p>Award marks for other relevant points.</p> <p>Possible responses The following response would be awarded 1 mark as it contains one aspect with some description (1 mark).</p> <p><i>Traditionally the Labour party was associated with high levels of taxation in order to both fund public services and redistribute income. New Labour made a commitment not to raise the level of income tax and did not support redistribution through the taxation system.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>The following response would be awarded 2 marks as it contains one aspect with detailed description (2 marks).</p> <p><i>Traditionally the Labour party was associated with high levels of taxation in order to both fund public services and redistribute income. New Labour made a commitment not to raise the level of income tax and did not support redistribution through the taxation system. During the 1960s and 70s Labour supported high levels of personal taxation which was used to provide funding for the Welfare State. However, New Labour under Tony Blair fought the 1997 election on a pledge not to increase the basic or higher rate of income tax.</i></p> <p>The following response would be awarded 4 marks as it contains one aspect with detailed descriptions (2 marks) and a high degree of development based on highly relevant exemplification and detailed explanations (2 marks).</p> <p><i>Traditionally the Labour party was associated with high levels of taxation in order to both fund public services and redistribute income. New Labour made a commitment not to raise the level of income tax and did not support redistribution through the taxation system. During the 1960s and 70s Labour supported high levels of personal taxation which was used to provide funding for the Welfare State. This was also seen as a tool for redistributing wealth and it was alleged that a Labour Chancellor made a pledge to ‘tax the rich until their pips squeaked’. However, New Labour under Tony Blair fought the 1997 election on a pledge not to increase the basic or higher rate of income tax. New Labour took this approach in response to the tax bombshell campaign that was used by the Conservatives very effectively in the 1992 election.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Analysis Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example, of an idea, theory, argument) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Analysis Award up to 6 marks for answers that provide a high degree of analytical commentary, for example:</p> <p>The following response would be awarded 1 mark as it is a straightforward analytical statement (1 mark).</p> <p><i>The traditional Labour approach to taxation appealed to working-class voters who benefited from the redistributive effects of the Welfare State. However by the 1970s it appeared that Labour was losing the support of skilled working-class voters. This loss of support contributed to Labour's electoral defeats in the 1980s and early 1990s. New Labour's approach to taxation was aimed at attracting support from both middle-class voters and skilled manual workers. The support of these groups was seen as central to Blair's landslide victory in 1997.</i></p> <p>The following response would be awarded 2 marks due to additional justification and supporting evidence.</p> <p><i>The traditional Labour approach to taxation appealed to working-class voters who benefited from the redistributive effects of the Welfare State. However by the 1970s, it appeared that Labour was losing the support of skilled working-class voters. This loss of support contributed to Labour's electoral defeats in the 1980s and early 1990s. During this period, Labour lost support from C2 voters and in 1983 more of these working-class voters actually voted for the Conservatives rather than Labour. New Labour's approach to taxation was aimed at attracting support from both middle-class voters and skilled manual workers. The support of these groups was seen as central to Blair's landslide victory in 1997. For example, it gained more votes than the Conservatives among middle-class C1 voters and also saw significant gains among A and B voters. In fact, the gap between Labour and the Conservatives among these voters fell from 32% advantage for the Conservatives to only 5%.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Conclusion(s) Candidates must reach a conclusion(s), make a judgement(s) or evaluative comment(s) about the issue in the question.</p> <p>Evaluation involves making judgements and/or drawing conclusions on:</p> <ul style="list-style-type: none"> • the extent to which a view is supported by the evidence • the relative importance of factors • counter-arguments, including possible alternative interpretations • the overall impact/significance of the factors when taken together. <p>Although some candidates may offer a summative conclusion, many candidates develop detailed conclusions throughout their answers and you should award marks to these accordingly.</p>		<p>Conclusion Award up to 4 marks for a conclusion(s) based on the candidate's attempts to address the issue framed in the question. Candidates must also provide an evaluation/judgement of the issue addressed in the question.</p> <p>The following response would be awarded 1 mark as it provides a straightforward conclusion which attempts to deal with the central issue as identified by the question (1 mark).</p> <p><i>Traditional Labour ideas were successful in appealing to working-class voters particularly up until the 1970s. New Labour's key ideas were successful in appealing to both working-class and middle-class voters.</i></p> <p>The following response would be awarded 2 marks as it provides a straightforward conclusion which deals with the central issue and also attempts to evaluate the statement in the question (2 marks).</p> <p><i>Traditional Labour ideas were successful in appealing to working-class voters particularly up until the 1970s. Labour's commitment to greater equality and support for the Welfare State contributed to their post-war election victories. However by the 1970s, due to changes in society, this was no longer successful and resulted in Labour losing four consecutive elections. New Labour's key ideas were successful in appealing to both working-class and middle-class voters. In 1997 and in 2001, New Labour secured landslide victories with a broad based electoral coalition that successfully appealed to both middle-class and working-class voters. Under Tony Blair, Labour managed to win three successive elections for the first time ever.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Structure Award up to 2 marks for the structure of the essay as well as the development of a line of argument throughout the candidate's response.</p>		<p>The following response would be awarded 4 marks as it provides a developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question (4 marks).</p> <p><i>Traditional Labour ideas were successful in appealing to working-class voters particularly up until the 1970s. Labour's commitment to greater equality and support for the Welfare State contributed to their post-war election victories. However by the 1970s, due to changes in society, this was no longer successful and resulted in Labour losing four consecutive elections. In the eyes of many voters, the Labour party was seen as being anti-business and committed to inefficient nationalised industries. In particular, 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 and Wales and in urban areas. New Labour's key ideas were successful in appealing to both working-class and middle-class voters. In 1997 and in 2001, New Labour secured landslide victories with a broad-based electoral coalition that successfully appealed to both middle-class and working-class voters. Under Tony Blair, Labour managed to win three successive elections for the first time ever. Blair and New Labour remained in government for 13 years, the longest any previous Labour government had lasted was six years. Labour's key ideas on the economy, but also on areas such as crime, appealed to many traditional Conservative voters and as a result New Labour was successful in many areas of southern England who hadn't voted Labour for decades.</i></p> <p>Structure Award up to 2 marks for structure as well as development of a line of argument throughout the candidate's response.</p> <p>For example, award high marks to answers which define the central issues(s) in the introduction, and have a clear structure with a developed line of argument. Award low or 0 marks to answers which do not explicitly identify or address the key issue in the question, or which are poorly-structured, jumping between different parts of the question and therefore failing to develop a coherent line of argument.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
(b)	<p>Candidates must demonstrate knowledge and understanding of political parties and factors affecting their electoral performance.</p> <p>Knowledge and understanding Award marks for knowledge and understanding based on:</p> <ul style="list-style-type: none"> • the breadth of knowledge covered • the level of detail and description of these points • the accuracy of descriptions and explanations • how these points are developed, taking into account the use of exemplification and the levels of explanations provided. <p>Award up to a maximum of 8 marks for knowledge and understanding.</p>	20	<p>Knowledge and understanding Award marks where candidates refer to the following aspects of the question:</p> <ul style="list-style-type: none"> • key aspects of traditional grassroots campaigning such as canvassing, leafleting, ground work, mobilising local turnout and the work of local parties and volunteers • key aspects of the use of new technology such as the use of social media (Facebook, Twitter etc), voter databases, online advertising, mobile apps, video sharing platforms • key aspects of media strategies such as relationships with the press, leaders' TV debates, use of media advisors and spin doctors, strategies to set the news agenda and use of party election broadcasts • impact of these strategies on electoral performance of parties through factors such as affecting turnout, targeting specific categories of voters, for example young voters, mobilising supporters, fundraising, efficient allocation of resources and levels of support. <p>Award marks for other relevant points.</p> <p>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.</p> <p>Possible responses</p> <p>The following response would be awarded 1 mark as it contains one aspect with some description (1 mark).</p> <p><i>A traditional tactic used by parties during campaigns is canvassing. This is when party workers and often candidates will go around doors and speak to the electorate. This enable parties to get their messages across to voters 'on the doorstep'. These methods are often employed during by-election campaigns where parties will often 'bus in' a large number of supporters or volunteers from outwith the local area.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>The following response would be awarded 2 marks as it contains one aspect with detailed description (2 marks).</p> <p><i>A traditional tactic used by parties during campaigns is canvassing. This is when party workers and often candidates will go around doors and speak to the electorate. This enable parties to get their messages across to voters 'on the doorstep'. These methods are often employed during by-election campaigns where parties will often 'bus in' a large number of supporters or volunteers from outwith the local area. The candidate and party workers can knock on doors or stand in busy areas in the community such as town centres. This gives the opportunity to inform people of their policies and discuss manifesto details and answer questions the electorate may have. This may also give parties feedback on the effectiveness of their campaign and information on the level of their support in the local area which may enable them to target their resources more effectively.</i></p> <p>The following response would be awarded 4 marks as it contains one aspect with detailed descriptions (2 marks) and a high degree of development based on highly relevant exemplification and detailed explanations (2 marks).</p> <p><i>A traditional tactic used by parties during campaigns is canvassing. This is when party workers and often candidates will go around doors and speak to the electorate. This enable parties to get their messages across to voters 'on the doorstep'. These methods are often employed during by-election campaigns where parties will often 'bus in' a large number of supporters or volunteers from outwith the local area. The candidate and party workers can knock on doors or stand in busy areas in the community such as town centres. This gives the opportunity to inform people of their policies and discuss manifesto details and answer questions the electorate may have. This may also give parties feedback on the effectiveness of their campaign and information on the level of their support in the local area which may enable them to target their resources more effectively.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p><i>Political parties will often target the electorate when canvassing using pre-existing canvassing data. This canvassing data will inform the party workers if the voters have ever indicated if they would be likely to vote for their political party. If during further discussions the voter reveals that they may be open to vote for the political party and the issues that are important to them, they will record this data and feed it back to the party headquarters to complete statistical analysis. This may trigger further contact with these voters.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Analysis Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example, of an idea, theory, argument) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Analysis Award up to 6 marks for answers that provide a high degree of analytical commentary for example:</p> <p>The following response would be awarded 1 mark as it is a straightforward analytical comment (1 mark).</p> <p><i>Traditional grassroots canvassing can be particularly effective during by-election campaigns as parties can make use of activists from all over the country. However, they may not have the resources to do this effectively during a nationwide general election.</i></p> <p>The following response would be awarded 2 marks due to additional justification and supporting evidence.</p> <p><i>Traditional grassroots canvassing can be particularly effective during by-election campaigns as parties can make use of activists from all over the country. However, they may not have the resources to do this effectively during a nationwide general election. Parties in recent years have made use of new technology to address this issue. SNP activists made use of a mobile phone app called activate which enabled them to target their canvassing on specific voters which means they were much more effective as a result of having up to date data on voter intentions. This was seen as having a major impact on the SNP's victories, in 2011 in particular.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Conclusion(s) Candidates must reach a conclusion(s), make a judgement(s) or evaluative comment(s) about the issue in the question.</p> <p>Evaluation involves making judgements and/or drawing conclusions on:</p> <ul style="list-style-type: none"> • the extent to which a view is supported by the evidence • the relative importance of factors • counter-arguments, including possible alternative interpretations • the overall impact/significance of the factors when taken together. <p>Although some candidates may offer a summative conclusion, many candidates develop detailed conclusions throughout their answers and you should award marks to these accordingly.</p>		<p>Conclusion Award up to 4 marks for a conclusion(s) based on the candidate's attempts to address the issue framed in the question. Candidates must also provide an evaluation/judgement of the issue addressed in the question.</p> <p>The following response would be awarded 1 mark as it provides a straightforward, if limited, conclusion which attempts to deal with the central issue as identified by the question (1 mark).</p> <p><i>In conclusion, it is clear that traditional campaign methods are effective if a political party wants to have real electoral success.</i></p> <p>The following response would be awarded 2 marks as it provides a straightforward conclusion which deals with the central issue and also attempts to evaluate the statement in the question (2 marks).</p> <p><i>In conclusion, it is clear that traditional campaign methods are effective if a political party wants to have real electoral success. However other campaign strategies used by political parties, such as new technology or media strategies, are increasingly more important. Therefore this means that traditional grassroots campaign strategies are not the most important.</i></p> <p>The following response would be awarded 4 marks as it provides a developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question (4 marks).</p> <p><i>In conclusion, it is clear that traditional campaign methods are effective if a political party wants to have real electoral success. However other campaign strategies used by political parties, such as new technology or media strategies, are increasingly more important. Therefore this means that traditional grassroots campaign strategies are not the most important.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p><i>Parties are increasingly making use of new technology to influence voters. Significant amounts of money are being spent by political parties on social media in an effort to attract support, particularly from younger voters. New technology can be more cost effective and reach a larger number of voters than traditional campaigning. This also applies to the use of the media by political parties. Parties will stage media events designed to ensure positive coverage on news programmes which reach millions of potential voters every evening. Newspapers also have millions of readers.</i></p> <p><i>Increasingly parties are making use of new technology to target specific voters with tailored messages designed to have the maximum impact. In fact, this new technology can also improve the effectiveness of grassroots campaigns by collecting and processing voter data which enable these parties to be more effective in the use of their resources. Therefore it could be argued that it is new technology that is now the most important strategy available to political parties.</i></p>

Question			General marking instructions	Max mark	Specific marking instructions for this question
			<p>Structure Award up to 2 marks for the structure of the essay as well as the development of a line of argument throughout the candidate's response.</p>		<p>Structure Award up to 2 marks for structure as well as development of a line of argument throughout the candidate's response.</p> <p>For example, award high marks to answers which define the central issues(s) in the introduction, and have a clear structure with a developed line of argument. Award low or 0 marks to answers which do not explicitly identify or address the key issue in the question, or which are poorly-structured, jumping between different parts of the question and therefore failing to develop a coherent line of argument.</p>

[END OF SPECIMEN MARKING INSTRUCTIONS]

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Change since last published:

Amendment to the general marking principles and the marking grids for 12 and 20 mark extended-response questions.