



EP38/H/01

Politics

Date — Not applicable

Duration — 2 hours 15 minutes

Total marks — 60

SECTION 1 — POLITICAL THEORY — 20 marks

Attempt Question 1 and EITHER Question 2 OR Question 3.

SECTION 2 — POLITICAL SYSTEMS — 20 marks

Attempt EITHER Question 4 OR Question 5.

SECTION 3 — POLITICAL PARTIES AND ELECTIONS — 20 marks

Attempt Question 6 and EITHER Question 7 OR Question 8.

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.

SECTION 1 — POLITICAL THEORY — 20 marks

Attempt Question 1 and EITHER Question 2 OR Question 3.

1. Study Sources A and B and then attempt the question that follows.

SOURCE A

Conservatism and authority

Conservatives believe that the political world should be ordered from above. From the conservative viewpoint on human nature – that man is imperfect, irrational and selfish – comes a desire to promote order and security. Strong leadership and strong government can provide order and security. Conservative thought on this can be traced back to Hobbes and his argument that in order to escape from the ‘state of nature’ where life would be ‘nasty, brutish and short’ humans would willingly surrender their freedom and grant authority to an absolute ruler whom they had an obligation to obey. As long as this government provided security and order then people must accept its authority over them; to do otherwise would return society to violence and chaos.

Conservatives would argue that authority and leadership are essential components of social cohesion and are in fact a natural necessity that strengthens the fabric of society. In this sense they are vital as they are the basis of community and strengthen the bonds that hold society together. As a result, conservatism has promoted the authority of traditional institutions such as the family, the police, organised religion and education.

Authority, they would argue, is an essential feature of all social institutions and derives purely from those who occupy positions of responsibility in these institutions. For example, they point out that the authority of parents is based on their position as parents and not from the consent of the child.

Authority and hierarchy are very closely linked in conservative ideology. From a belief that humans are characterised by their natural inequality, individuals who possess a natural talent for leadership should assume leading roles in society. In fact, many conservatives would argue that their authority should be absolute and unquestioned with no limits or constraints placed on the holders of such positions. To do so, they have argued, leads to the undermining of the authority of parents, teachers and the police which has resulted in rises in crime, anti-social behaviour and delinquency.

1. (continued)

SOURCE B

Liberalism and authority

A key feature of liberalism is the belief in freedom and rights and, as such, liberals have a strong inclination towards limiting the power of those in authority so that they cannot restrict the freedoms and liberty of the individual. It was liberal ideas on constraining the power of governmental institutions through constitutionalism that helped shape key features of the US constitution such as the separation of powers, the system of checks and balances and the inclusion of the Bill of Rights.

Liberals are very suspicious of authority, seeing it as a limit on liberty with the potential to become a tyranny against the individual – although they do recognise the need for some form of authority to ensure that it defends the liberty of the individual from the encroachment of others. In effect, it is a necessary evil.

Underpinning much of liberal thought towards the source of authority is the work of John Locke. Locke argued that citizens could hand over power to a form of government but only on the condition that it protected the natural rights of all humans – those of life, liberty and property. Locke advocated that there existed in effect a ‘social contract’ between the state and the people and that obedience to those in authority was conditional on the state maintaining order and the freedoms of the individual. If the state failed to do this then citizens would have no obligation to accept the authority of the government and would be free to replace it with another form of government that would protect their natural rights. In effect, authority was conditional on the government fulfilling its side of the bargain and was based on the consent of the people. Therefore the authority of the government was based on the consent of the people.

Using **only** the information in **Sources A and B**, compare the conservative and liberal positions on authority.

In your answer you must make **three** points of comparison and reach an overall conclusion.

8

Attempt **EITHER** Question 2 **OR** Question 3.

2. Analyse Max Weber’s types of authority.

12

OR

3. Analyse the key features of representative democracy.

In your answer you should refer to the work of at least one relevant theorist.

12

SECTION 2 — POLITICAL SYSTEMS — 20 marks

Attempt **EITHER** Question 4 **OR** Question 5.

4. To what extent is the origin and passage of legislation similar in two political systems you have studied?

20

OR

5. To what extent is the judiciary an effective guarantee of citizens' rights in two political systems you have studied?

20

SECTION 3 — POLITICAL PARTIES AND ELECTIONS — 20 marks

Attempt Question 6 and EITHER Question 7 OR Question 8.

6. Study Sources C, D and E and then answer the question that follows.

SOURCE C

Seats and votes by party (Scottish Parliament elections 2007 and 2011)

	Total seats		% Seats		% Votes (constituency + regional)		Difference between % seats and % votes	
	2007	2011	2007	2011	2007	2011	2007	2011
SNP	47	69	36.4	53.5	33.2	44.7	+3.2	+8.8
Labour	46	37	35.7	28.7	31.8	29.0	+3.9	-0.3
Conservative	17	15	13.2	11.6	15.8	13.1	-2.6	-1.5
Lib Dem	16	5	12.4	3.9	14.3	6.6	-1.9	-2.7
Green	2	2	1.6	1.6	2.2	2.2	-0.6	-0.6

SOURCE D

MSPs by region (2011)

Region	SNP	Lab	Con	Lib Dem	Green	Other	Total
Central Scotland	9	6	1	0	0	0	16
Glasgow	7	7	1	0	1	0	16
Highlands and Islands	9	2	2	2	0	0	15
Lothian	8	4	2	0	1	1	16
Mid Scotland and Fife	9	4	2	1	0	0	16
North-East Scotland	11	3	2	1	0	0	17
South Scotland	8	4	3	1	0	0	16
West Scotland	8	7	2	0	0	0	17
Total	69	37	15	5	2	1	129

6. (continued)

SOURCE E

Voter turnout by region

Turnout (based on the constituency vote), 2003–2011			
Region	2003	2007	2011
Central Scotland	48·5%	50·5%	48·0%
Glasgow	41·5%	41·6%	40·7%
Highlands and Islands	52·3%	54·7%	53·4%
Lothian	50·5%	54·1%	54·8%
Mid Scotland and Fife	49·7%	52·8%	52·0%
North East Scotland	48·3%	50·7%	48·8%
South Scotland	52·3%	53·6%	53·0%
West Scotland	53·3%	56·5%	53·1%
Total	49·4%	51·7%	50·4%

“Compared to 2007, election night 2011 was a fantastic victory for the SNP over Labour as they comprehensively defeated Labour in every single part of Scotland. It was also a great night for democracy marked by greater participation in the political process.”

To what extent does the evidence support this viewpoint?

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

8

Attempt **EITHER** Question 7 **OR** Question 8.

7. Evaluate the significance of the sociological model in influencing voting behaviour.

12

OR

8. Evaluate the effectiveness of traditional campaign strategies used by political parties during election campaigns.

12

[END OF EXEMPLAR QUESTION PAPER]



Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Exemplar Question Paper.

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General marking principles for Higher Politics

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed Marking Instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) Where the candidate violates the rubric of the paper and answers more than one optional question, both responses should be marked and the better mark recorded.
- (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. Other relevant points should be credited.
- (g) For credit to be given, points must relate to the question asked. Where candidates give points of knowledge without specifying the context, these should be rewarded unless it is clear that they do not refer to the context of the question.
- (h) For knowledge/understanding marks to be awarded, 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 (ie evaluate, analyse, etc)

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]
- To what extent . . . [information-handling question – 8 marks]
- Compare . . . [information-handling question – 8 marks]

Extended-response questions (12 or 20 marks)

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

For 20-mark responses: up to 8 marks will be awarded for knowledge and understanding (description, explanation and exemplification); the remaining marks will be awarded for the

demonstration of 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 credited as knowledge and understanding marks provided they meet the criteria for this.

‘Analyse’ questions

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

‘Compare’ questions

- Candidates will identify differences and/or similarities.

‘Evaluate’ questions

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

‘Discuss’ questions

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

‘To what extent’ questions

- Candidates will 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.

Source-based questions that assess information-handling skills (8 marks)

- Questions will have at least two sources at an appropriate SCQF level.
- Credit candidates who synthesise information both within and between sources.
- For full marks, candidates must refer to all sources in their answer.

General marking guidelines for extended response (20 marks)

	1 mark	2 marks	3 marks	4 marks	5 marks	6 marks
Knowledge and understanding scope Award up to 5 marks	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 relevant aspects covered, each with some description OR Three aspects with detailed descriptions	Four aspects with detailed descriptions	
Knowledge and understanding development Award up to 5 marks A total of 8 marks overall awarded for knowledge and understanding	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 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	
Analysis* Award up to 6 marks	1 mark will be awarded for each analytical statement which analyses the aspects in terms of the question Award up to a maximum of 2 marks for an analytical statement with supporting justification or evidence A maximum of 4 marks can be awarded for comments which address different aspects of an individual aspect					
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 key issue in the question	A developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question		

* Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, these can be credited 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>4 marks</p>	<p>One relevant aspect, with some description</p>	<p>Two relevant aspects, each with some description OR One relevant aspect, with detailed description</p>	<p>Three relevant aspects, each with some description OR Two relevant aspects, one with detailed description</p>	<p>Two relevant aspects, each with detailed description – these should include the key points OR Three relevant aspects, one with detailed description</p>
<p>Knowledge and understanding development</p> <p>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 relevant aspects developed, one with detailed explanation and/or exemplification</p>	<p>Two aspects are developed, with extended explanation and relevant exemplification OR Three relevant aspects developed, one with detailed explanation and/or exemplification</p>
<p>Analysis/evaluation</p> <p>Comments that identify relationships/implications/make judgements</p> <p>4 marks</p> <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>	<p>One relevant and accurate analytical or evaluative comment</p>	<p>Two different relevant and accurate analytical/evaluative comments</p>	<p>Two/three different relevant and accurate analytical/evaluative comments, at least one of which is extended and/or insightful</p>	<p>An extended, accurate and justified analytical or evaluative comment of an insightful nature which covers all three aspects of the question OR Two/three relevant and accurate analytical/evaluative comments, at least one of which is justified or exemplified</p>

General marking guidelines for source-based question (compare) – 8 marks

	1 mark	2 marks	3 marks
Analysis Identification of relevant points of comparison Award up to 3 marks	One accurate point of comparison identified from two sources	Two accurate points of comparison identified from two sources	Three accurate points of comparison identified from two sources
Analysis/evaluation Comments that identify relationships/implications/make judgements Award up to 3 marks	One relevant analytical/evaluative comment based on one point of comparison	Two relevant analytical/evaluative comments based on two points of comparison	Three relevant analytical/evaluative comments based on three points of comparison
Overall conclusion Award up to 3 marks	Straightforward overall conclusion about the comparison based upon analysis of evidence	Detailed overall conclusion about the comparison based upon analysis of evidence	

General marking guidelines for source-based question (interpretation of electoral data) – 8 marks

	1 mark	2 marks	3 marks
<p>Interpretation of data linked to first part of statement</p> <p>Award up to 3 marks</p>	<p>One piece of data interpreted accurately and linked correctly to the first part of the statement</p>	<p>Two or more pieces of data interpreted accurately and linked correctly to the first part of the statement</p>	<p>Two or more pieces of data (from within one source or between sources) is synthesised and linked correctly to the first part of the statement with commentary</p>
<p>Interpretation of data linked to second part of statement</p> <p>Award up to 3 marks</p>	<p>One piece of data interpreted accurately and linked correctly to the second part of the statement</p>	<p>Two or more pieces of data interpreted accurately and linked correctly to the second part of the statement</p>	<p>Two or more pieces of data (from within a single source or between sources) is synthesised and linked correctly to the second part of the statement with commentary</p>
<p>Evaluation of extent of validity of the viewpoint</p> <p>Award up to 2 marks</p>	<p>Evaluative comment on validity of one part of the statement</p>	<p>Evaluative comments on validity of both parts of the statement OR Single evaluative comment incorporating overall conclusion about both parts of the statement</p>	

Detailed Marking Instructions for each question

SECTION 1: Political Theory

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Candidates must demonstrate they can make accurate comparisons and draw valid conclusions.</p> <p>For full marks, candidates must refer to all sources and also say to what extent the evidence supports the viewpoint.</p> <p>Analysis/evaluation Comparisons will involve:</p> <ul style="list-style-type: none"> • identifying areas of differences • identifying areas of similarity • making evaluative comments on the extent of these differences/ similarities • commenting on the consequences of these differences/similarities <p>For full marks, candidates must use both sources and make three points of comparison.</p> <p>Award up to 2 marks for each accurate point of comparison and analytical comment.</p> <p>Award up to a maximum of 6 marks for</p>	8	<p>In your answer you must make three points of comparison and reach an overall conclusion.</p> <p>Credit reference to the following aspects of the question:</p> <p>Source A</p> <ul style="list-style-type: none"> • Conservatives would argue that authority and leadership are essential components of social cohesion and are in fact a natural necessity that strengthens the fabric of society. In this sense authority is vital as it is the basis of community. • Authority, they would argue, is an essential feature of all social institutions and that authority derives purely from those who occupy positions of responsibility in these institutions. • Many conservatives would argue that their authority should be absolute and unquestioning with no limits or constraints placed on the holders of such positions. <p>Source B</p> <ul style="list-style-type: none"> • Liberals are very suspicious of authority, seeing it as a limit on liberty – although they do recognise the need for some form of authority to defend the liberty of the individual from the encroachment of others. • Liberals believe authority is conditional on the government fulfilling its side of the bargain and is based on the consent of the people. • Liberals have a strong inclination towards limiting the power of those in authority so that they cannot restrict the freedoms and liberty of the individual. <p>Credit any other relevant comparisons.</p>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>accurate comparisons with associated analysis.</p> <p>Award up to 2 marks for an overall conclusion.</p>		<p>Analysis</p> <p>Conservatives believe that authority is vital to the organisation of society as it promotes order and security. However, liberals are suspicious of authority as it limits the rights and freedom of the individual.</p> <p>One point of comparison is identified from two sources (1 mark).</p> <p>Conservatives believe that authority is vital to the organisation of society as it promotes order and security. However, liberals are suspicious of authority as it limits the rights and freedom of the individual. Although liberals do recognise authority is needed, it is something that has risks for individual freedoms and should be limited. However, the conservatives' view is quite different: they see authority as essential in promoting harmony and order.</p> <p>This is worth 2 marks. One point of comparison is identified from two sources (1 mark) and a relevant analytical comment is made (1 mark).</p> <p>Overall, liberals wish to limit authority and think that it comes from below, based on the consent of the people, whereas conservatives take a markedly different view. They see it as essential in promoting order and security and coming from above.</p> <p>A detailed conclusion is made (2 marks).</p> <p>Candidates may make individual evaluative comments as they address each part of the viewpoint or they may produce evaluation of each part of the viewpoint at the conclusion to their answer – both approaches should be credited.</p>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
2	<p>Candidates must demonstrate knowledge and understanding of key features of political concepts, ideologies or theories as appropriate to the question, and any links between them.</p> <p>Knowledge and understanding Marks should be allocated 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>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>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea,</p>	12	<p>Credit reference to the relevant aspects such as:</p> <ul style="list-style-type: none"> • Definition of authority as legitimate power – authority includes a sense of rightfulness that leads individual accepting an obligation to obey those who hold authority • Max Weber’s classifications of types of authority: <ul style="list-style-type: none"> – traditional authority: eg monarchy based on long-standing custom and tradition – charismatic authority: authority derived from the special qualities of an individual and their ability to influence others, eg Ghandi, Mandela, and Hitler – legal-rational authority: based on formal set of rules which give those who hold the authority the right to command others, eg the acceptance of a government seen to have won power through democratic elections <p>Possible responses may include:</p> <p>The following would be awarded 1 mark:</p> <p>Another of Max Weber’s classifications of types of authority is charismatic authority. This is when people choose to obey leaders based on the special qualities or characteristics of an individual. This contains one relevant aspect with limited description (1 mark).</p> <p>The following would be awarded 2 marks:</p> <p>Another of Max Weber’s classifications of types of authority is charismatic authority. This is when people choose to obey leaders based on the special qualities or characteristics of an individual. Charismatic leaders are able to inspire others to follow them through their personalities or special qualities. This type of authority is usually seen to die with the individual and is not passed on to others. This contains one relevant aspect with more detailed description (2 marks).</p>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>theory, argument, etc) 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 maximum of 8 marks for knowledge and understanding.</p> <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, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>The following would be awarded 3 marks:</p> <p>Another of Max Weber’s classifications of types of authority is charismatic authority. This is when people choose to obey leaders based on the special qualities or characteristics of an individual. Charismatic leaders are able to inspire others to follow them through their personalities or special qualities. This type of authority is usually seen to die with the individual and is not passed on to others. For example, Nelson Mandela became the first black leader of South Africa after spending 27 years in jail. Through his personality and courage in the fight against apartheid he was seen as a national hero, which helped him secure the obedience of his country.</p> <p>This contains one relevant aspect with detailed description (2 marks) and exemplification (1 mark).</p>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
3	<p>Candidates must demonstrate knowledge and understanding of key features of political concepts, ideologies or theories as appropriate to the question, and any links between them.</p> <p>Knowledge and understanding Marks should be allocated 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>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>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea,</p>	12	<p>In your answer you should refer to the work of a relevant theorist.</p> <p>Knowledge and understanding Credit reference to the following aspects of the question (candidates must address at least two aspects to achieve full marks):</p> <ul style="list-style-type: none"> • 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 • credit any other relevant point <p>Possible responses may include: The following would be awarded 1 mark:</p> <p><i>Representative democracy means that people are not expected to take part in political decision-making, such as law-making, themselves. Voters choose representatives to make decisions on their behalf and can then remove them at a subsequent election if they are unhappy about their performance.</i> This contains one relevant aspect with limited description (1 mark).</p> <p>The following would be awarded 2 marks:</p> <p>Representative democracy means that people are not expected to take part in political decision-making, such as law-making, themselves. Voters choose representatives to make decisions on their behalf and can then remove them at a subsequent election if they are unhappy about their performance. The representatives chosen by the voters are given an electoral mandate to act on behalf of the electorate and they derive their authority from this mandate to act. Therefore, this ensures popular control of the government though the use of regular elections without citizens having to be actively involved in decision-making. This contains one relevant aspect with more detailed description (2 marks).</p>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>theory, argument, etc) and clearly show 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 8 marks for knowledge and understanding.</p> <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, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>The following would be awarded 3 marks:</p> <p>Representative democracy means that people are not expected to take part in political decision-making, such as law-making, themselves. Voters choose representatives to make decisions on their behalf and can then remove them at a subsequent election if they are unhappy about their performance. The representatives chosen by the voters are given an electoral mandate to act on behalf of the electorate and they derive their authority from this mandate to act. Therefore, this ensures popular control of the government though the use of regular elections without citizens having to be actively involved in decision-making. For example, in 1997 the Labour party won the UK general election. It fought the election on a number of key policies such as a minimum wage, devolution and investment in public services. As a result of being put into power by the electorate it implemented its policies and was returned to power in the 2001 election.</p> <p>This contains one relevant aspect with detailed description (2 marks) and detailed development with exemplification (1 mark).</p> <p>Analysis Award up to 2 marks for analytical comments on the key features of direct democracy.</p> <p>To gain 4 marks, candidates must make analytical comments on at least two of the aspects covered in their answer; otherwise a maximum of up to 3 marks can be awarded.</p> <p>One of the key strengths of representative democracy over other forms of democracy such a direct democracy is that it places decision-making in the hands of those with expertise. Consequently, this should result in a better system of decision-making but it has been argued that this could give too much power to self-serving politicians who act in their own interests rather than the electorate.</p>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
			<p>This is a straightforward analytical and comparative comment and is worth 1 mark.</p> <p>One of the key strengths of representative democracy over other forms of democracy such a direct democracy is that it places decision-making in the hands of those with expertise. Consequently this should result in a better system of decision-making but it has been argue that this could give too much power to self-serving politicians who act in their own interests rather than the electorate. In the USA for example politicians have been accused of serving powerful corporate interests in order to raise funds for their election campaigns and this has led to accusations that it enables rich businessmen to effectively buy politicians.</p> <p>This is a more detailed and analytical comment with supporting evidence provided and is worth 2 marks.</p>

SECTION 2: Political Systems

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
4	<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 Marks should be allocated 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>Analysis Analysis involves identifying parts, the relationship between them, and their relationships with</p>	20	<p>Knowledge and understanding</p> <p>If for example the UK and USA were chosen, possible responses may include:</p> <ul style="list-style-type: none"> • origin of legislation in UK and USA: government bills, private members' bills, bills sponsored by senators and representatives • Queen's speech and State of the Union and chances of successful passage of legislation • amount of legislation and position of both chambers • fusion of executive and legislature in the UK, separation of powers in the USA and influence of the executive branch • party discipline and role of whips • process of passage of legislation in both systems • role of committees in UK and USA • position of monarch and president in legislative process <p>Credit any other relevant points.</p> <p>The following would be awarded 1 mark:</p> <p>In the UK parliament, most of the legislative programme is devoted to legislation proposed by the government. There are only limited opportunities for ordinary MPs to initiate legislation. However, in the USA legislation is not introduced into Congress by the administration due to the separation of powers. Individual members of the House of Representatives and the Senate propose legislation.</p> <p>This contains one aspect but with limited description (1 mark).</p>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>the whole. It can also involve drawing out and relating implications.</p> <p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) 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>The following would be awarded 2 marks:</p> <p>In the UK parliament most of the legislative programme is devoted to legislation proposed by the government. Most of this legislation originates in the winning party’s manifesto and government MPs and if the government has a secure majority in the House of Commons it will be confident that almost all of its legislative programme will be passed. There are only limited opportunities for ordinary MPs to initiate legislation and the chances of successful passage of private members’ bills is very limited. However, in the USA legislation is not introduced into Congress by the administration due to the constitutional separation of powers. Individual members of the House of Representatives and the Senate propose legislation. As a result, members of Congress introduce a significant amount of legislation but only a relatively small percentage of this ever gets passed. If the opposition party controls one of the two chambers of Congress then the chances of the President getting any legislation passed will be very limited.</p> <p>This contains one aspect with detailed descriptions (2 marks)</p> <p>The following would be awarded 4 marks:</p> <p>In the UK parliament most of the legislative programme is devoted to legislation proposed by the government. Most of this legislation originates in the winning party’s manifesto and government MPs and if the government has a secure majority in the House of Commons it will be confident that almost all of its legislative programme will be passed. During Tony Blair’s first two terms in office he successfully passed his entire legislative programme, including legislation of Scottish devolution and the introduction of the minimum wage. There are only limited opportunities for ordinary MPs to initiate legislation and the chances of successful passage of a private member’s bill are very limited. This is due to lack of time and also if the government opposes the private members bill it will not have the votes to pass through the House of Commons. There have been some important pieces of legislation passed by private members’ bills, such as the legalisation of abortion and the abolition of capital punishment.</p>

Question	General marking principles for this type of question	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 judgments and/or drawing conclusions on:</p> <ul style="list-style-type: none"> • the extent to which a view is supported by the evidence • the relative importance of factors • counter-arguments, including possible alternative interpretations • the overall impact/ significance of the factors when taken together <p>Although some candidates may offer a summative conclusion, many candidates will develop detailed conclusions throughout their answers and these should also be credited accordingly.</p>		<p>However, in the USA legislation is not introduced into Congress by the administration due to the constitutional separation of powers. Individual members of the House of Representatives and the Senate propose legislation. As a result, members of Congress introduce a significant amount of legislation but only a relatively small percentage of this ever gets passed. If the opposition party controls one of the two chambers of Congress then the chances of the President getting any legislation passed will be very limited. For example, Congress recently blocked President Obama’s request for immigration reform and he also found it very difficult to have his health care bill passed by Congress. This 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>Analysis Award up to 6 marks for answers that provide a high degree of analytical commentary (identifying the component parts and their relationships) by crediting answers which:</p> <ul style="list-style-type: none"> • compare the components or concepts and show similarities and contradictions • show the relative importance of components • compare the components or concepts – establishing, where relevant, the distinctions and similarities between the concepts or their components • examine different views/interpretations • examine possible consequences/implications • show understanding of underlying order or structure <p>The passage of legislation in the UK is heavily under the control of the executive branch as long as it commands a majority in the House of Commons. However, Congress controls the passage of legislation in the USA with very little control by the executive branch other than the chance to veto legislation that the President objects to. This is a straightforward analytical statement that identifies one difference between the passage of legislation in the UK and the USA. This is worth 1 mark.</p>

Question	General marking principles for this type of question	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>Award up to maximum of 8 marks for knowledge and understanding. Award up to a maximum of 12 marks for analysis/evaluation/structure.</p> <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>The passage of legislation in the UK is heavily under the control of the executive branch as long as it commands a majority in the House of Commons. As long as it maintains a majority and does not suffer rebellions from its own backbench MPs, the government will be almost certain to pass its legislative programme as outlined in the Queen's Speech. However, Congress controls the passage of legislation in the USA with very little control by the executive branch other than the chance to veto legislation that the President objects to. In effect, the President merely requests that Congress passes laws he would like to see introduced, but he or she cannot control the process.</p> <p>This a more detailed analytical statement that identifies one difference between the UK prime minister and the US president with additional justification. This is worth 2 marks.</p> <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>For example, candidates should be credited highly for answers which define the central issue in their introduction, and provide a clear structure so that their essay develops a line of argument. Candidates should receive little or no credit for answers which do not explicitly identify or address the key issue in the question (eg by failing to identify differences/similarities between constitutions in different political systems), or provide poorly structured answers which jump between different parts of the question and hence fail to develop a coherent line of argument.</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. The following would be awarded 1 mark:</p>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
			<p>In conclusion both the origin and passage of legislation is different in the UK parliament and the US Congress. This provides a straightforward if limited conclusion which does attempt to deal with the central issue as identified by the question (1 mark).</p> <p>The following would be awarded 2 marks:</p> <p>In conclusion, both the origin and passage of legislation is very different in the UK and the USA. In the UK the government has effective control of the process, whereas in the USA the members of Congress, who are elected independently of the President, control the passage of legislation. The separation of powers built into the US constitution ensures that the executive has only a limited role in the successful passage of legislation. This provides a straightforward conclusion which does deal with the central issue but also attempts to evaluate the statement in the question (2 marks).</p> <p>The following would be awarded 4 marks:</p> <p>In conclusion, both the origin and passage of legislation is very different in the UK and the USA. In the UK the government has effective control of the process. Due to high levels of party loyalty and also the effectiveness of the whip system the government can ensure its legislation will be passed. In addition the opportunity to block legislation is limited to the ability of the House of Lords to merely delay bills. This has led to backbench MPs being described as ‘lobby fodder’. Government control of the process will ensure that the parliament passes almost all of the government’s own legislative programme and it is only in the event of rebellions or the government losing its majority will this not be the case.</p> <p>On the other hand, in the USA the members of Congress, who are elected independently of the President, control the passage of legislation. The separation of powers built into the US constitution ensures that the executive has only a limited role in the successful passage of legislation, though the President can exercise his constitutional power to veto legislation. In addition, even when Congress does pass legislation that the President</p>

Question			General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
					<p>supports, it can be declared unconstitutional by the Supreme Court. The passage of legislation in the US very much depends on the party controlling the chambers of Congress and the power of individuals such as committee chairmen/women, the Speaker of the House of Representative and the Senate majority leader.</p> <p>This provides a very detailed conclusion which directly addresses and evaluates the key issue in the question and provides a high level of sophistication as it develops a line of thought with supporting justifications (4 marks).</p> <p>Although some candidates may offer a summative conclusion, many candidates will develop detailed conclusions throughout their answers and these should also be credited accordingly.</p>
5		<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>Candidates must refer to the works of appropriate theorists to gain full marks; otherwise no more than 13 marks should be allocated.</p> <p>Knowledge and understanding Marks should be allocated for knowledge and understanding based on:</p> <ul style="list-style-type: none"> the breadth of knowledge 	20	<p>Knowledge and understanding</p> <p>If for example the UK and USA were chosen, possible responses may include:</p> <ul style="list-style-type: none"> constitutional position of the judiciary, parliamentary sovereignty, checks and balance and the separation of powers process of appointments to the judiciary composition and representativeness of the judiciary position and power of the Supreme Courts such as judicial review independence of the judiciary judicial interpretations of the Human Rights Act in the UK and the Bill of Rights and constitution in the USA <p>Credit any other relevant points.</p> <p>The following would be awarded 1 mark:</p> <p>In the USA there is a formal separation of powers between the three branches of government, giving the judiciary a degree of independence. The judiciary also has the</p>	

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>covered</p> <ul style="list-style-type: none"> 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>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>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> links between different components 		<p>power to block the actions of the other two branches of government</p> <p>In the UK there is no formal separation of powers and until recently the highest court of appeals (the Law Lords) was also a part of the legislature, although there is now greater independence afforded to the newly established UK supreme court. The UK supreme court cannot, however, block laws passed by parliament. This contains one aspect but with limited description (1 mark).</p> <p>The following would be awarded 2 marks:</p> <p>In the USA there is a formal separation of powers between the three branches of government, giving the judiciary a degree of independence. The judiciary has also the power to block the actions of the other two branches of government through the system of checks and balances built into the constitution and has full power of judicial review.</p> <p>In the UK there is no formal separation of powers and until recently the highest court of appeals (the Law Lords) was also a part of the legislature, although there is now greater independence afforded to the newly established UK supreme court. However, as one of the key constitutional principles in the UK is the supremacy of parliament, this means that the courts in the UK cannot overturn legislation passed by parliament. This contains one aspect with more detailed descriptions (2 marks)</p> <p>The following would be awarded 4 marks:</p> <p>In the USA there is a formal separation of powers between the three branches of government giving the judiciary a degree of independence. The judiciary also has the power to block the actions of the other two branches of government through the system of checks and balances built into the constitution. For example, the supreme court can declare that an act of Congress is unconstitutional on the grounds that it infringes one of the rights enshrined in the Bill of Rights. Recently, the US supreme court overturned gun restriction in Washington DC on the grounds that it infringed citizens' 2nd amendment</p>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<ul style="list-style-type: none"> • 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>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 judgments and/or drawing conclusions on:</p> <ul style="list-style-type: none"> • the extent to which a view is supported by the evidence • the relative importance of 		<p>rights. Effectively, the supreme court in the USA has used its powers to secure individual rights by its interpretation of the constitution and the Bill of Rights.</p> <p>In the UK there is no formal separation of powers and until recently the highest court of appeals (the Law Lords) was also a part of the legislature, although there is now greater independence afforded to the newly established UK supreme court. However, as one of the key constitutional principles in the UK is the supremacy of parliament this means that the courts in the UK cannot overturn legislation passed by parliament, though they can make judgements on the actions of the government to protect rights based on currently existing Acts of Parliament. For example, the UK supreme court has overturned government decisions on benefits claims on the basis of the Human Rights Act.</p> <p>This 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>Analysis Award up to 6 marks for answers that provide a high degree of analytical commentary (identifying the component parts and their relationships) by crediting answers which:</p> <ul style="list-style-type: none"> • compare the components or concepts and show similarities and contradictions • show the relative importance of components • compare the components or concepts – establishing, where relevant, the distinctions and similarities between the concepts or their components • examine different views/interpretations • examine possible consequences/implications • show understanding of underlying order or structure <p>As a result of its ability to block any restrictions on individual rights, the supreme court has more power to protect the rights of the individual but the UK supreme court is limited in this regard as parliament can easily pass legislation that could limit individual rights and the UK courts could not invalidate this.</p> <p>This is a straightforward analytical statement. This is worth 1 mark.</p>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>factors</p> <ul style="list-style-type: none"> • counter-arguments, including possible alternative interpretations • the overall impact/ significance of the factors when taken together <p>Although some candidates may offer a summative conclusion, many candidates will develop detailed conclusions throughout their answers and these should also be credited accordingly.</p> <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>Award up to maximum of 8 marks for knowledge and understanding.</p> <p>Award up to a maximum of 12 marks for analysis/evaluation/structure.</p> <p>Where a candidate makes more analytical/evaluative points than</p>		<p>As a result of its ability to review not just the actions of the other branches but also any legislation, the US supreme court has the ability to block any restrictions on individual rights. For example, in the 1970s the US supreme court invalidated restrictions on a woman's right to an abortion. The UK supreme court is limited in this regard as parliament can easily pass legislation that could limit individual rights and the UK courts could not invalidate this. For example, the courts would not have been able to block legislation that restricted the right to silence or extended the time suspects could be held in detention without trial.</p> <p>This a more detailed analytical statement that identifies one difference with additional justification or exemplification. This is worth 2 marks.</p> <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>For example, candidates should be credited highly for answers which define the central issue in their introduction, and provide a clear structure so that their essay develops a line of argument. Candidates should receive little or no credit for answers which do not explicitly identify or address the key issue in the question (eg by failing to identify differences/similarities between constitutions in different political systems), or provide poorly structured answers which jump between different parts of the question and hence fail to develop a coherent line of argument.</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>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>are required to gain the maximum allocation of marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>The following would be awarded 1 mark:</p> <p>In conclusion, the judiciary has more power to protect individual rights in the USA than it does in the UK. This provides a straightforward if limited conclusion which does attempt to deal with the central issue as identified by the question (1 mark).</p> <p>The following would be awarded 2 marks:</p> <p>In conclusion, the judiciary has more power to protect individual rights in the USA than it does in the UK as a result of its constitutional status. However, it could be argued that as a result of its politicised appointment process, the US supreme court is becoming less independent of the other branches of government at the same time as the new UK supreme court is gaining greater independence. This provides a straightforward conclusion which does deal with the central issue but also attempts to evaluate the statement in the question (2 marks).</p> <p>The following would be awarded 4 marks:</p> <p>In conclusion, the judiciary has more power to protect individual rights in the USA than it does in the UK as a result of its constitutional status. The key power is the courts' power of judicial review, and in a number of important cases it has widened the rights of individuals or groups. However, it could be argued that as a result of its politicised appointment process, the US Supreme Court is becoming less independent of the other branches of government and there have been growing examples of a polarised court issuing decisions that appear to follow party lines and have limited the rights of individuals (such as invalidating parts of the Voting Rights Act). There is, however, more consideration given to having a more widely representative court, with women and various minorities represented on the supreme court.</p> <p>The UK supreme court's powers to protect the rights of individuals appear more limited than in the US. The UK judiciary is overwhelmingly white, male and middle-aged and there</p>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
			<p>is less regard for a representative court than in the USA. This has led to claims that the UK judiciary is unrepresentative and likely to be less sympathetic to the rights of minorities and women. Its powers are inferior to the US courts in that they cannot directly overturn laws passed by parliament, but they can review the actions of government and put pressure the executive to change details of some legislation. The introduction of the UK supreme court and its appointments process does, however, remove potential political consideration for appointment to the court and introduces an element of separation from the other two branches, thus enhancing their independence.</p> <p>This provides a very detailed conclusion which directly addresses and evaluates the key issue in the question and provides a high level of sophistication as it develops a line of thought with supporting justifications (4 marks).</p> <p>Although some candidates may offer a summative conclusion, many candidates will develop detailed conclusions throughout their answers and these should also be credited accordingly.</p>

SECTION 3: Political Parties and Elections

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
6	<p>Candidates must demonstrate that they can interpret and evaluate electoral data.</p> <p>For full marks, candidates must refer to all sources and also say to what extent the data supports the statement made.</p> <p>Analysis/evaluation Award up to 3 marks for answers that correctly interpret electoral data and link this to a specific part of the viewpoint.</p> <p>Award 1 mark for an evaluation of the validity of each part of the viewpoint.</p> <p>For full marks, candidates must address both parts of the viewpoint.</p> <p>Award up to a maximum of 6 marks for interpretation of data linked to each part of the viewpoint.</p> <p>Award up to a maximum of 2 marks for evaluation of the validity of the viewpoint.</p>	8	<p>Credit reference to the following aspects of the question:</p> <p>Source C</p> <ul style="list-style-type: none"> • The SNP won the election defeating Labour and also won a majority of seats in the Scottish parliament; it increased the number of MSPs by 22 and increased its share of the vote by 11.5%. • The SNP defeated Labour nationally (69-37 MSPs) • The gap between the two parties grew from one seat to 32 seats and in votes from 1.4% ahead to 15.7% ahead. <p>Source D</p> <ul style="list-style-type: none"> • The SNP easily led Labour in a majority (six of the nine) regions: Central, Highlands, Lothian, Mid-Scotland, North East Scotland and South Scotland. • In Glasgow, the SNP and Labour were tied with seven MSPs each • In West Scotland the SNP led Labour by only one seat (8-7). <p>Source E</p> <ul style="list-style-type: none"> • Turnout nationally in 2011 was higher than in 2003 but not as high as in 2007. It fell between 2007 and 2011 from 51.7% to 50.4%. • Turnout was only just above 50% in 2011. • Turnout increased slightly in Lothian from 54.1 to 54.8% between 2007 and 2011. • Turnout fell in every other region between 2007 and 2011. <p>Credit any other relevant information.</p> <p>Analysis The following would be awarded 1 mark: The view states that election night 2011 was a fantastic victory for the SNP over Labour as they comprehensively defeated Labour in every single part of Scotland.</p>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
			<p>Source A shows the SNP won the 2011 election comfortably and defeated Labour by 69-37 MSPs and moved from 1·4% ahead of Labour to 15·7% ahead. One item of data is interpreted accurately and linked correctly to the first part of the statement (1 mark).</p> <p>The following would be awarded 2 marks:</p> <p>The view states that election night 2011 was a fantastic victory for the SNP over Labour as they comprehensively defeated Labour in every single part of Scotland. Source C shows the SNP won the 2011 election comfortably and defeated Labour by 69-37 MSPs and moved from 1·4% ahead of Labour to 15·7% ahead.</p> <p>Source D shows that the SNP easily led Labour in a majority of the Scottish regions but they tied Labour in Glasgow and only beat Labour by one MSP in West Scotland. Two or more pieces of evidence are interpreted correctly and linked to the first part of the statement (2 marks).</p> <p>The following would be awarded 3 marks:</p> <p>The view states that election night 2011 was a fantastic victory for the SNP over Labour as they comprehensively defeated Labour in every single part of Scotland. Source C shows the SNP won the 2011 election comfortably and defeated Labour by 69-37 MSPs and moved from 1·4% ahead of Labour to 15·7% ahead.</p> <p>Source D shows that the SNP easily led Labour in a majority of the Scottish regions but they tied Labour in Glasgow and only beat Labour by one MSP in West Scotland.</p> <p>Overall, the information from both sources shows that the SNP heavily defeated Labour in the 2011 election and they defeated Labour in most regions but not all.</p>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
			<p>Two or more pieces of evidence (between two sources) are synthesised and linked correctly to the first part of the statement. (3 marks).</p> <p>Evaluation The following would be awarded 1 mark:</p> <p>Overall, the evidence only partially supports the first part of the statement as the 2011 election was a clear victory for the SNP over Labour. However, although they defeated Labour easily across most of the country, it was not in every single region as in Glasgow Labour got the same number of MSPs as the SNP and the SNP only just beat Labour in West Scotland. Therefore the SNP did not defeat Labour comprehensively in every single part of Scotland. An evaluative comment is made on one part of the statement (1 mark).</p> <p>The following would be awarded 2 marks:</p> <p>Overall, the evidence only partially supports the first part of the statement as the 2011 election was a clear victory for the SNP over Labour. However, although they defeated Labour easily across most of the country, it was not in every single region as in Glasgow Labour got the same number of MSPs as the SNP and the SNP only just beat Labour in West Scotland. Therefore the SNP did not defeat Labour comprehensively in every single part of Scotland.</p> <p>In addition, the 2011 election was not a great night for democracy marked by greater participation as overall voter turnout nationally fell. This meant there was less participation than in 2007 and turnout also fell in every region apart from one. Turnout in 2011 was greater than in 2003 but not as large as in 2011. Evaluative comments on the validity of both parts of the statement have been made. (2 marks)</p> <p>Candidates may make individual evaluative comments as they address each part of the viewpoint or they may produce a summative evaluation of each part of the viewpoint at the conclusion to their answer – both approaches should be credited.</p>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
7	<p>Candidates must demonstrate knowledge and understanding of different factors that impact on the electoral success of a political party.</p> <p>Candidates must refer to at least two aspects of the issue identified in the question to gain up to full marks.</p> <p>Knowledge and understanding Marks should be allocated 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 • how these points are developed, taking into account the use of exemplification and the levels of explanations provided <p>Evaluation 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 	12	<p>Knowledge and understanding Credit reference to the following aspects of the question:</p> <ul style="list-style-type: none"> • social class • gender • age • ethnicity • geographical location • any other relevant aspect <p>Credit any other relevant points.</p> <p>Possible responses may include:</p> <p>For example, the following would be awarded 1 mark:</p> <p>One of the key influences on voting behaviour has been social class. There was strong evidence in the past that voters would favour a party according to their social class, as measured by their occupation, with middle class people much more likely to support the Conservatives and the working classes favouring Labour. The significance of class led Pulzer to state that social class was the basis of party politics – everything else was just embellishment and detail. This contains one aspect with limited description (1 mark).</p> <p>The following would be awarded 2 marks:</p> <p>One of the key effects on voting behaviour has been social class. There was strong evidence in the past that voters would favour a party according to their social class, as measured by their occupation, with middle-class people much more likely to support the Conservatives and the working classes favouring Labour. The significance of class led Pulzer to state that social class was the basis of party politics – everything else was just embellishment and detail.</p>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>Although some candidates may offer a summative conclusion, many candidates will develop detailed conclusions throughout their answers and these should also be credited accordingly.</p> <p>Award up to 4 marks for answers that provide evaluative comments.</p> <p>For full marks, candidates must make evaluative comments on at least two aspects of the issue identified in the question.</p> <p>Award up to a maximum of 8 marks for knowledge and understanding.</p> <p>Award up to 4 marks for evaluation.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Up to the 1970s A, B and C1 voters traditionally supported the Conservatives and voters in occupational classes C2, D and E were much more likely to support Labour. Most voters also tended to support one of the two main class-based parties with few voters supporting other parties such as the Liberals. However, since the 1970s the importance of class has lessened.</p> <p>This contains one aspect with more detailed description (2 marks).</p> <p>The following would be awarded up to 4 marks:</p> <p>One of the key influences on voting behaviour has been social class. There was strong evidence in the past that voters would favour a party according to their social class, as measured by their occupation, with middle-class people much more likely to support the Conservatives and the working classes favouring Labour. The significance of class led Pulzer to state that social class was the basis of party politics; everything else was just embellishment and detail.</p> <p>Up to the 1970s A, B and C1 voters traditionally supported the Conservatives and voters in occupational classes C2, D and E were much more likely to support Labour. Most voters also tended to support one of the two main class-based parties with few voters supporting other parties such as the Liberals. In the 1950s and 1960s, most voters could be categorised as middle-class Conservatives or working-class Labour supporters with high levels of absolute class voting. In these years, Labour and the Conservatives between them often accounted for over 95% of total votes cast.</p> <p>However, since the 1970s more people have been supporting smaller, non-class-based parties such as the Lib Dems. In addition, there are fewer working-class Labour voters and middle-class Conservative voters. In 1997, for example, Labour achieved higher support than the Conservatives among C1 voters (a middle-class grouping) and the Conservative defeated Labour among C2 voters in 1992 (a traditionally working-class grouping).</p>

Question			General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
					<p>This contains one relevant aspect with detailed description (2 marks) and detailed development with exemplification and explanation (2 marks).</p> <p>Analysis/evaluation It is clear that social class is less important than it was in the past and that other factors are now becoming more important This is a straightforward evaluative comment and is worth 1 mark.</p> <p>It is clear that social class is less important than it was in the past and that other factors are now becoming more important due to changes in society and this is reflected in the growth of floating voters. The support for the two main parties has declined from over 95% in the 1950s to around 65% in 2010 and voting behaviour has become more volatile. This is a more detailed evaluative comment with supporting evidence provided and is worth 2 marks.</p> <p>Credit any other relevant points.</p>
8		<p>Candidates must demonstrate knowledge and understanding of different factors that impact on the electoral success of a political party.</p> <p>Candidates must refer to at least two aspects of the issue identified in the question to gain up to full marks.</p> <p>Knowledge and understanding Marks should be allocated for knowledge and understanding based on:</p> <ul style="list-style-type: none"> the breadth of knowledge covered 	12	<p>Knowledge and understanding</p> <p>Credit reference to campaign strategies such as:</p> <ul style="list-style-type: none"> canvassing posters leafleting newspaper campaigns party political broadcasts any other relevant strategies 	

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<ul style="list-style-type: none"> the level of detail and description of these points how these points are developed, taking into account the use of exemplification and the levels of explanations provided <p>Evaluation 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 will develop detailed conclusions throughout their answers and these should also be credited accordingly.</p> <p>Award up to 4 marks for answers that provide evaluative comments.</p> <p>For full marks, candidates must make evaluative comments on at least two aspects of the issue identified in the question.</p>		<p>Possible responses may include:</p> <p>For example, the following would be awarded 1 mark:</p> <p>A traditional tactic used by parties during campaigns is canvassing. This enable parties to get their messages across to voters ‘on the doorstep’ and is seen by many as more effective in persuading voters that other options such as leafleting. These methods are often employed during by-election campaigns where parties will often bus in large number of supporters or volunteers from out with the local area.</p> <p>This contains one aspect with limited description (1 mark).</p> <p>The following would be awarded 2 marks:</p> <p>A traditional tactic used by parties during campaigns is canvassing. This enables parties to get their messages across to voters ‘on the doorstep’ and is seen by many as more effective in persuading voters than other options such as leafleting. These methods are often employed during by-election campaigns when parties will often bus in large numbers of supporters or volunteers from outwith the local area.</p> <p>As well as providing an opportunity to persuade uncommitted voters, they also enable parties to identify likely supporters who can then be further targeted or will be offered assistance to get to the polling station on election day.</p> <p>This contains one aspect with more detailed description (2 marks).</p> <p>The following would be awarded up to 4 marks:</p> <p>A traditional tactic used by parties during campaigns is canvassing. This enables parties to get their messages across to voters ‘on the doorstep’ and is seen by many as more effective in persuading voters than other options such as leafleting. These methods are often employed during by-election campaigns when parties will often bus in large numbers of supporters or volunteers from outwith the local area.</p>

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	<p>Award up to a maximum of 8 marks for knowledge and understanding.</p> <p>Award up to 4 marks for analysis/ evaluation.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>As well as providing an opportunity to persuade uncommitted voters, they also enable parties to identify likely supporters who can then be further targeted or will be offered assistance to get to the polling station on election day. Indeed, studies have shown that this form of campaigning can be particularly effective in increasing support.</p> <p>The Liberal Democrats have been particularly effective at mounting successful grassroots campaigns that focus on the needs and important issues in local areas. This has been credited by some for the good performance of Lib Dem candidates in a number of by elections, or in seats where they currently have a sitting MP. Other parties may focus resources on a few key marginals during a general election. Indeed, studies have shown that this form of campaigning can be particularly effective in increasing support.</p> <p>This contains one relevant aspect with detailed description (2 marks) and detailed development with exemplification and explanation (2 marks).</p> <p>Possible points of evaluation</p> <p>Canvassing can be particular effective in local areas but it has drawbacks in that it requires a large number of volunteers or party supporters and it is time-consuming to get round a sufficient number of doors. This is a straightforward analytical comment and is worth 1 mark.</p> <p>Canvassing can be particular effective in local areas but it has drawbacks in that it requires a large number of volunteers or party supporters and it is time-consuming to get round a sufficient number of doors.</p> <p>During the course of a national general election, parties rely on their local branches but if a seat is marginal they may draft members from nearby safe seats to speak to as many voters in the constituency as possible. However, these methods are often limited to the local dimension of the campaign and key aspects</p>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
			<p>of the national campaign often concentrate on other strategies, such as social media.</p> <p>This is a more detailed evaluative comment with supporting evidence provided and is worth 2 marks.</p> <p>Credit any other relevant points.</p>

[END OF EXEMPLAR MARKING INSTRUCTIONS]