



National  
Qualifications  
SPECIMEN ONLY

**SQ38/H/01**

**Politics**

Date — Not applicable

Duration — 2 hours and 15 minutes

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**Total marks — 60**

**SECTION 1 — POLITICAL THEORY — 20 marks**

Attempt EITHER Question 1(a) OR Question 1(b).

**SECTION 2 — POLITICAL SYSTEMS — 20 marks**

Attempt ALL questions.

Question 3 contains a choice.

**SECTION 3 — POLITICAL PARTIES AND ELECTIONS — 20 marks**

Attempt ALL questions.

Question 5 contains a choice.

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 Q 3 2 H 0 1 \*

**SECTION 1 — POLITICAL THEORY — 20 marks**  
Attempt **EITHER** Question 1(a) **OR** Question 1(b).

1. (a) Legitimacy is crucial to an understanding of the distinction between Power and Authority.

Discuss with reference to the ideas of Lukes and Weber.

**20**

**OR**

- (b) To what extent are the key features of political ideologies different?  
You should refer to **two** political ideologies and make reference to the ideas of relevant theorists.

**20**

**SECTION 2 — POLITICAL SYSTEMS — 20 marks**

**Attempt ALL questions.**

**Question 3 contains a choice.**

2. Study Sources A and B below and opposite then answer the question that follows.

**SOURCE A**

**US Congressional Committees**

Membership of US committees, especially Senate committees, has always had high status. Congressional committees are often referred to as “little legislatures” because of the influence they have. In a nation which prides itself on the separation of powers, Congressional committees also provide an invaluable service to the nation by investigating the Executive’s work. Congressional committees have significant budgets to carry out detailed investigations and can rely on a large staff of investigators.

In recent times, US committees have become very politically divided with members taking positions on bills according to party lines. Although this partisanship has impacted on members’ willingness to scrutinise government as Republican and Democrat members adopt opposite positions, Congressional committees are often controlled by the opponents to the President. For example, during the 1990s Congressional committees controlled by the Republicans carried out a number of investigations into the Democratic President, Bill Clinton, over alleged scandals in office.

Senate committee meetings, especially, can often be lively and combative. UK MP George Galloway famously made a flamboyant appearance at the Senate Homeland Security and Governmental Affairs committee in 2005.

There have been calls to improve the workings of committees. Many in the USA feel that the influence of professional lobbyists should be reduced. Information could be shared much better with the public so voters can be empowered to make more informed decisions about whether to keep or replace the elected officials who are acting as their representatives. However, Congressional committees do have some significant powers such as the ability to compel witnesses to attend hearings and to acquire information under oath. Indeed, lying under oath and failure to disclose information has resulted in imprisonment in the past.

2. (continued)

## SOURCE B

### Parliamentary Committees in the United Kingdom

House of Commons committees hold inquiries to produce reports on a range of matters, from the conduct of government to specialist subject areas. Membership of Parliamentary committees hasn't always been as valued as it could be. But in recent years their profile has risen following investigations and public hearings into the conduct of British banks and phone hacking allegations against a number of newspapers. However, critics have long argued that Parliamentary committees are limited by a lack of staff and resources to carry out detailed scrutiny of the executive branch.

While MPs can belong to committees in the Commons and peers belong to committees in the Lords, there are also some joint committees where members from the two Houses of Parliament work together. Despite being, in theory, independent from the government, the balance on House of Commons committees reflects party support in the House. As a result, committees usually have a majority controlled by the governing party. For a long time, party whips had too much power and committees were accused of editing reports critical of the government as a result of the influence of government whips. Even now, sometimes hearings can be dull and MPs are not always able to get key information from witnesses. Witnesses are able to talk about irrelevant issues knowing that in a few minutes they will be free to leave.

Many people feel that Parliamentary committees could be improved in order to make them more effective. The practice of giving each committee member five or 10 minutes to question witnesses can be counter-productive. While the vast majority of those called to attend committees do so, Parliament does not have any real effective power to fine or imprison people who refuse to attend or who mislead it.

Using **only** the information in **Sources A** and **B** opposite and above:

compare the effectiveness of US Congressional committees and UK Parliamentary committees in scrutinising the actions of government.

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

8

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

(a) Compare the role of the Executive in making policy in two political systems.

**12**

**OR**

(b) Compare the role of the Judiciary in protecting rights in two political systems.

**12**

**SECTION 3 — POLITICAL PARTIES AND ELECTIONS — 20 marks**

**Attempt ALL questions.**

**Question 5 contains a choice.**

4. Study Sources A, B and C below and opposite then answer the question that follows.

**SOURCE A**

**Scottish local government results for 2007 and 2012**

Party	2007 results		2012 results		Change in number of seats 2007 to 2012
	Number of seats	% of seats	Number of seats	% of seats	
SNP	363	29.7%	425	34.8%	+62
Labour	348	28.4%	394	32.2%	+46
Conservative	143	11.7%	115	9.4%	-28
Liberal Democrat	166	13.6%	71	5.8%	-95
Green	8	0.7%	14	2.3%	+6
Other	194	15.7%	204	16.7%	+10

**SOURCE B**

**Control of selected elected local authorities: 2007 and 2012**

Local Authority	2007	2012
	Control of council by party	Control of council by party
Aberdeen City	SNP/Lib Dem coalition	Labour/Conservative coalition
Dundee City	SNP minority	SNP majority
Fife	SNP/Lib Dem coalition	Labour minority
Midlothian	Labour	SNP/Independent coalition
Perth and Kinross	Lib Dem/SNP coalition	SNP minority
Stirling	SNP minority	Labour/Conservative coalition

4. (continued)

## SOURCE C

## Candidates in council elections by gender

Party	Candidates in 2012			% Female candidates	
	Female	Male	Total	2007	2012
Labour	138	359	497	19.3%	27.7%
SNP	149	465	614	21.5%	24.3%
Liberal Democrat	69	178	247	30.9%	27.9%
Conservative	95	267	362	24.6%	26.2%
Green	35	51	86	N/A	40.7%
Independent/ Other	105	586	691	20.8%	15.2%
<b>Total</b>	<b>591</b>	<b>1906</b>	<b>2497</b>	<b>22.5%</b>	<b>23.6%</b>

Using **only** the information in Sources A, B and C opposite and above.

“The Scottish local government elections of 2012 resulted in few changes when compared to the 2007 election. However, there was a significant increase in 2012 in the number of female candidates standing for election.”

To what extent does the information in Sources A, B and C support this viewpoint?

8

5. Attempt EITHER Question 5(a) OR Question 5(b).

(a) Evaluate the success of media strategies used by political parties during election campaigns.

12

OR

(b) Evaluate the impact of the dominant ideas of a political party on its electoral performance.

12

[END OF SPECIMEN QUESTION PAPER]





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## Marking Instructions

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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

*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 of 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 type 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 type 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
<b>Knowledge &amp; understanding scope</b>  Award up to 5 marks	One aspect with some description	Two aspects, each with some description <b>OR</b> One aspect with detailed description	Three aspects, each with some description <b>OR</b> Two aspects with detailed description	Four relevant aspects covered, each with some description <b>OR</b> Three aspects with detailed descriptions	Four aspects with detailed descriptions	
<b>Knowledge &amp; understanding development</b>  Award up to 5 marks  <b>A total of 8 marks overall awarded for knowledge &amp; understanding</b>	One aspect is developed with some explanations and/or exemplification	Two aspects are developed, each with some explanation and/or exemplification <b>OR</b> One aspect is developed with detailed explanation and/or exemplification	Three aspects are developed, with some explanation and/or exemplification <b>OR</b> Two aspects developed, one with detailed explanation and/or exemplification	Three or more aspects are developed, with extended explanation and 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	
<b>Analysis*</b>  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					
<b>Structure</b>  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				
<b>Conclusions*</b>  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)**

	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
<p><b>Knowledge and understanding scope</b></p> <p>4 marks</p>	One relevant aspect, with some description	Two relevant aspects, each with some description <b>OR</b> One relevant aspect, with detailed description	Three relevant aspects, each with some description <b>OR</b> Two relevant aspects, one with detailed description	Two relevant aspects, each with detailed description – these should include all the key points <b>OR</b> Three relevant aspects, two with detailed description
<p><b>Knowledge and understanding development</b></p> <p>4 marks</p> <p><b>A total of 8 marks overall awarded for knowledge and understanding</b></p>	One aspect is developed, with some explanation and/or exemplification	Two aspects are developed, each with some explanation and/or exemplification <b>OR</b> One aspect is developed with detailed explanation and/or exemplification	Three aspects are developed, with some explanation and/or exemplification <b>OR</b> Two relevant aspects developed, one with detailed explanation and/or exemplification	Two aspects are developed, with extended explanation and relevant exemplification <b>OR</b> Three relevant aspects developed, two with detailed explanation and/or exemplification
<p><b>Analysis/evaluation</b></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>	One relevant and accurate analytical or evaluative comment	Two different relevant and accurate analytical/evaluative comments <b>OR</b> One extended and/or justified/exemplified analytical or evaluative comments	Three different relevant and accurate analytical/evaluative comments <b>OR</b> Two different relevant and analytical/evaluative comments, at least one of which is extended and/or justified/exemplified	Three relevant and accurate analytical/evaluative comments, at least one of which is justified or exemplified <b>OR</b> An extended, accurate and justified analytical or evaluative comment of an insightful nature which covers all key aspects of the question

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

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

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

	1 mark	2 marks	3 marks
<p><b>Interpretation of data linked to first part of statement</b></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><b>Interpretation of data linked to second part of statement</b></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><b>Evaluation of extent of validity of the viewpoint</b></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 <b>OR</b> Single evaluative comment incorporating overall conclusion about both parts of the statement</p>	

## Marking Instruction for each question

### Section 1: Political Theory

Question		General marking principles	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 no more than 13 marks should be allocated.</p> <p><b>Knowledge and understanding</b> Marks should be allocated for knowledge and understanding based on:</p> <ul style="list-style-type: none"> <li>the breadth of knowledge covered</li> <li>the level of detail and description of these points</li> <li>the accuracy of descriptions and</li> </ul>	20	<p><b>Knowledge and understanding</b> Credit reference to the following aspects of the question:</p> <ul style="list-style-type: none"> <li>various definitions of power</li> <li>Lukes' three faces of power (decision-making, non-decision-making and shaping desires)</li> <li>definitions of authority</li> <li>Weber's three types of authority (traditional, charismatic, legal-rational)</li> <li>definitions of the concept of legitimacy</li> <li>identification of the links between power, authority and legitimacy</li> </ul> <p><b>Possible responses may include:</b></p> <p>The following would be awarded 1 mark:</p> <p><i>Lukes' first face of power is decision-making. This is power held by people who make decisions. The second face of power is non-decision-making. This is when someone has the ability to stop a decision being made. Lastly, Lukes said the third face is the 'manipulating desires' face. This is when the person with power is manipulating the people over whom they have power.</i></p> <p><b>This contains one aspect (Lukes' three faces of power) but with limited description (1 mark) and no development (0 marks).</b></p> <p>The following would be awarded 2 marks:</p> <p><i>Lukes' first face of power is decision-making. This is power held by people who make decisions. This is the power mostly used by a prime minister or president when they</i></p>



Question	General marking principles	Max mark	Specific Marking Instructions for this question
	<p>explanations</p> <ul style="list-style-type: none"> <li>• how these points are developed, taking into account the use of exemplification and the levels of explanations provided.</li> </ul> <p><b>Analysis</b> Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>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"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between</li> </ul>		<p><i>make decisions. The second face of power is non-decision-making. This is when someone has the ability to stop a decision being made, such as the Conservatives stopping devolution being discussed. Lastly, Lukes said the third face is the ‘manipulating desires’ face. This is when the person with power is manipulating the people over whom they have power but no-one knows that they are being manipulated for the best interests of the one in power.</i></p> <p><b>This contains one aspect (Lukes’ three faces of power) with limited description (1 mark) and limited development with some exemplification or explanations (1 mark).</b></p> <p>The following would be awarded 4 marks:</p> <p><i>The first face of power is decision-making. This is the power that people who make decisions have, eg MSPs. This is the ‘open face’ because it can be seen when power is being exercised, eg when a decision is being made. There are many examples of this, eg the smoking ban in 2006 which was passed by MSPs.</i></p> <p><i>The second face of power is what Lukes called ‘non-decision-making’. This is when the agenda is being set and a decision is taken off the table, eg the Conservative governments from 1979-97 did not allow the Scottish people a chance to vote on devolution as the Conservatives were against this. This usually happens behind closed doors and so is called the secret face.</i></p> <p><i>The third face of power is known as ‘shaping desires’. This is when those in power manipulate the rest of society into believing they are acting in the public’s best interests, eg when Tony Blair was in power he claimed that there was strong evidence that Iraq had weapons of mass destruction (WMD). However, once the invasion of Iraq had taken place it was revealed that this was not the case and the evidence had been exaggerated by the PM in order to manipulate public opinion. Another example is the position of women. Feminists argue that men maintain power over women by persuading them that being a housewife or mother are the most desirable roles for women and so women remain in a position where they can be exploited by, and for the</i></p>

Question	General marking principles	Max mark	Specific Marking Instructions for this question
	<p>component(s) and related concepts</p> <ul style="list-style-type: none"> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <p><b>Conclusion(s)</b> 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"> <li>• the extent to which a view is supported by the evidence</li> </ul>		<p><i>benefit of, men. Lukes argues that this is the most insidious face of power as the powerless begin to accept their position and are not aware of their best interests.</i></p> <p><b>This contains one aspect (Lukes' three faces of power) with detailed descriptions (2 marks) with a high degree of development based on highly relevant exemplification and detailed explanations (2 marks).</b></p> <p>Credit any other relevant points.</p> <p><b>Analysis</b> 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"> <li>• Identify key features or significant components of the concepts of power, authority and legitimacy, eg breaking down the concepts using the work of Lukes and Weber by identifying the component parts of power and establishing the link between these and their relationship to the concept as a whole.</li> <li>• Establish links between different components or concepts, eg <i>if power is the ability to get others to do what you want then authority is being seen to have the right to do this – power is a sociological concept and authority is a philosophical one.</i> (1 mark)</li> <li>• Establishing the possible consequences of these components or concepts. For example:</li> </ul> <p><i>In Northern Ireland until recently a significant section of the population did not feel that the political system was legitimate and as a result the government, in the absence of having the authority to govern, had to resort to the use of troops and other forms of coercion to maintain its power. (1 mark)</i></p> <p><i>In Northern Ireland until recently a significant section of the population did not feel that the political system was legitimate and as a result the government, in the absence of having the authority to govern, had to resort to the use of troops and other forms of coercion to maintain its power. This was because the nationalist community</i></p>

Question	General marking principles	Max mark	Specific Marking Instructions for this question
	<ul style="list-style-type: none"> <li>• the relative importance of factors</li> <li>• counter-arguments, including possible alternative interpretations</li> <li>• the overall impact/ significance of the factors when taken together.</li> </ul> <p>Although some candidates may offer a summative conclusion, many candidates will develop detailed conclusions throughout their answers and these should also be credited accordingly.</p> <p><b>Structure</b> 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. Where a candidate makes</p>		<p><i>felt discriminated against by the unionist majority and so did not view the system as legitimate. This may explain why the main attempts recently to resolve the Troubles, such as the Good Friday Agreement, have tried to create a political system that is seen as legitimate by all sections of society by introducing a power-sharing system in Northern Ireland.</i></p> <p><b>This is worth 2 marks due to additional justification and supporting evidence.</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the components or concepts – establishing where relevant the distinctions and similarities between the three concepts or their components. For example:</li> </ul> <p><i>However, unlike decision-making which Lukes sees as being open and clear to all where power is being exercised, Lukes thinks that the second face is secretive as power is being wielded behind closed doors and options are being taken off the table before a decision is being made. (1 mark)</i></p> <ul style="list-style-type: none"> <li>• Evaluating the significance of the components or concepts. For example:</li> </ul> <p><i>Weber saw his three types of authority as ideal types and thought that there would often be a combination of different sources of authority. However, in a modern developed society, legal-rational authority is probably the most significant source of authority (eg authority gained by winning an election). (1 mark)</i></p> <p><b>Structure</b> 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 establish a link between the concepts of power, authority and legitimacy), or provide poorly</p>

Question	General marking principles	Max mark	Specific Marking Instructions for this question
	<p>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>structured answers which jump between different parts of the question and hence fail to develop a coherent line of argument.</p> <p><b>Conclusion</b> 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 would be awarded 1 mark:</p> <p><i>In conclusion, power, authority and legitimacy are closely linked – power is the ability to rule, authority is the right to rule and legitimacy is what generates the sense of having the right.</i></p> <p><b>This provides a straightforward if limited conclusion which does attempt to deal with the central issue as identified by the question (1 mark).</b></p> <p>The following would be awarded 2 marks:</p> <p><i>In conclusion, legitimacy is crucial to understanding the distinction between power and authority. Power is the ability to rule and authority is the right to rule. Legitimacy is the difference between the two as it is what transforms power into authority. If someone in power has legitimacy then they are seen as having the authority to govern.</i></p> <p><b>This provides straightforward conclusion which does deal with the central issue but also attempts to evaluate the statement in the question (2 marks).</b></p> <p><i>It is clear that legitimacy provides the link between power and authority. For someone to have authority they must also possess legitimacy. For example, when Gordon Brown became PM he had all the formal powers of the prime minister but he did not have the same authority as other prime ministers as he had not been voted in by the people. He</i></p>

Question		General marking principles	Max mark	Specific Marking Instructions for this question
				<p><i>lacked the legitimacy, or the rightfulness to rule, as he did not have the consent of the people gained by being the winner of an election. As a result, critics claimed that he lacked authority – people did not accept that he had the right to rule without the consent of the voters and he was frequently challenged to call an election to gain the legitimacy he lacked. If power is the ability to get other people to do what you want them to do, authority can be seen as having the right to do this. The key to the difference between this is what creates the sense of rightfulness – ie legitimacy. In political systems where the rulers lack legitimacy (eg by holding elections), they are not seen as having the right to rule and have to rely on coercion to maintain their power. This could be exercised through threats or sanctions such as military force, or through manipulation such as control of the media.</i></p> <p><b>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).</b></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>
1	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 no more than 13 marks should be allocated.</p>	20	<p><b>Knowledge and understanding</b></p> <p>If, for example, a candidate chose liberalism and conservatism:</p> <p>Credit reference to the following aspects of the question:</p> <ul style="list-style-type: none"> <li>• Background: the development of the two different ideologies – ie 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.</li> <li>• Attitudes toward human nature (rationalism for liberalism, human imperfection for conservatism).</li> <li>• The key principles associated with liberal ideology (freedom, individualism, toleration, constitutionalism and equality of opportunity) and conservative</li> </ul>

Question	General marking principles	Max mark	Specific Marking Instructions for this question
	<p><b>Knowledge and understanding</b> Marks should be allocated for knowledge and understanding based on:</p> <ul style="list-style-type: none"> <li>the breadth of knowledge covered</li> <li>the level of detail and description of these points</li> <li>the accuracy of descriptions and explanations</li> <li>how these points are developed, taking into account the use of exemplification and the levels of explanations provided.</li> </ul> <p><b>Analysis</b> Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>An analysis mark should be awarded where a candidate</p>		<p>ideology (tradition, hierarchy, organic society, authority and property).</p> <ul style="list-style-type: none"> <li>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>.</li> </ul> <p><b>Possible responses may include:</b></p> <p>The following would be awarded 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> <p><b>This contains limited description of Locke’s liberal and Burke’s conservative ideologies (1 mark) and no development (0 marks).</b></p> <p>The following would be awarded 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><b>This contains limited description of Locke’s liberal and Burke’s conservative ideologies (1 mark) and limited development with some exemplification or explanation (1 mark).</b></p> <p>The following would be awarded 4 marks:</p>

Question	General marking principles	Max mark	Specific Marking Instructions for this question
	<p>uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/ interpretations</li> <li>• possible consequences/ implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul>		<p><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> <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> <p><b>This contains detailed description of Locke’s liberal and Burke’s conservative ideologies (2 marks) with a high degree of development based on highly relevant exemplification and detailed explanations (2 marks).</b></p> <p>Credit any other relevant points.</p> <p><b>Analysis</b> 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>

Question	General marking principles	Max mark	Specific Marking Instructions for this question
	<p><b>Conclusion(s)</b> 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"> <li>• the extent to which a view is supported by the evidence</li> <li>• the relative importance of factors</li> <li>• counter-arguments, including possible alternative interpretations</li> <li>• the overall impact/ significance of the factors when taken together.</li> </ul> <p>Although some candidates may offer a summative conclusion, many candidates will develop detailed conclusions throughout their answers and these should also be credited accordingly.</p>		<ul style="list-style-type: none"> <li>• Identify key features or significant components of liberal ideology, eg by breaking down the ideology into its component parts and then establishing links between them in order to describe liberalism as a whole: liberty provides the opportunity for individualism; rights encourage self-interest which leads to competition and property ownership.</li> </ul> <p><i>If individuals are able to act freely according to what they believe to be in their best interests then they are more likely to succeed materially. In order that this freedom is protected, they must consent to a democratic form of government. To do otherwise would be irrational. (1 mark)</i></p> <ul style="list-style-type: none"> <li>• Identify key features or significant components of conservative thinking, eg by breaking down conservative thinking into its component parts and then establishing links between them in order to describe conservatism as a whole. Conserving the tried and tested customs and practices of a society is less risky than allowing radical change to occur and society should respect traditional authority.</li> </ul> <p><i>Society prospers when it holds on to those traditional ways of functioning which have, over a long period, proven their worth. Revolutionary change, on the other hand, is likely to result in upheaval and discards the collective wisdom accumulated over previous generations. Societies are best left to slowly evolve under the leadership of a long-established hierarchical order based on the authority of traditional institutions. (1 mark)</i></p> <ul style="list-style-type: none"> <li>• Establish similarities between liberalism and conservatism. For example, both offer an individualistic model concerning the relationship that people should have with each other and with the state.</li> </ul> <p><i>In one very important sense, Locke’s liberalism and Burke’s conservatism share an important similarity: both are individualistic models, each of which places the liberty of an individual before any left-wing or other collective obligation. (1 mark)</i></p>



Question	General marking principles	Max mark	Specific Marking Instructions for this question
	<p><b>Structure</b> 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 a 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 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>		<ul style="list-style-type: none"> <li>Determine the extent to which the two ideologies differ.</li> </ul> <p><i>For example, whilst conservatism may be considered reactionary in defence of the status quo, liberalism is a more progressive ideology embracing the benefits of change. Conservatives see individuals as often imperfect and irrational, whereas liberals think them capable of rationality and toleration. Conservatives argue for a strong state to impose order but liberals prefer a state where the primary task is to protect individual liberty. Burke thought the nation's values were best maintained by institutions such as the monarchy, aristocracy, land owners and the church. Locke favoured democratic representation and a bill of rights; these in order to avoid state tyranny. Conservatives think it the duty of the better-off to help those less fortunate. Liberals believe the state should provide equality of opportunity in areas such as education and healthcare.</i></p> <p><b>This is worth 2 marks due to additional justification and supporting evidence.</b></p> <ul style="list-style-type: none"> <li>Evaluate the significance of these differences, eg by discussing the ideological similarities and differences exposed in 2010 by the formation of a coalition government composed of a conservative party and a liberal party.</li> </ul> <p><i>The Conservative/Liberal-Democrat coalition – formed in 2010 – demonstrated similarities and differences between parties which adhere to alternative ideological positions. The parties differed, eg on funding further/higher education. Conservatives saw the responsibility of funding as falling on the individual student, whereas Lib-Dems thought that equality of opportunity was best served if state-funded education was applied. (1 mark)</i></p> <p><b>Structure</b> 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>

Question	General marking principles	Max mark	Specific Marking Instructions for this question
			<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 establish the extent to which the two ideologies differ, and failing to refer to the relevant theorists), 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><b>Conclusion</b> 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 would be awarded 1 mark:</p> <p><i>In conclusion, whilst 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><b>This provides a straightforward if limited conclusion which does attempt to deal with the central issue as identified by the question (1 mark).</b></p> <p>The following would be awarded 2 marks:</p> <p><i>In conclusion, whilst 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>

Question	General marking principles	Max mark	Specific Marking Instructions for this question
			<p><b>This provides a straightforward conclusion which does deal with the central issue but also attempts to evaluate the statement in the question (2 marks).</b></p> <p>The following would be awarded 4 marks:</p> <p><i>In conclusion, whilst 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 whilst 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><b>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).</b></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 2: Political Systems

Question	General marking principles	Max mark	Specific Marking Instructions for this question
2	<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><b>Analysis/evaluation</b> Comparisons will involve:</p> <ul style="list-style-type: none"> <li>• identifying areas of differences</li> <li>• identifying areas of similarity</li> <li>• making evaluative comments on the extent of these differences/similarities</li> <li>• commenting on the consequences of these differences/similarities.</li> </ul> <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>	8	<p>Credit reference to the following aspects of the question:</p> <p><b>Source A</b></p> <ul style="list-style-type: none"> <li>• Critics have long argued that Parliamentary committees are hampered by a lack of staff and resources to carry out detailed scrutiny of the executive branch.</li> <li>• As a result, committees usually have a majority controlled by the governing party. For a long time party whips had too much power and committees were accused of watering down reports critical of the government as a result of the influence of government whips.</li> <li>• While the vast majority of those called to attend committees do so, Parliament does not have any real effective power to fine or imprison people who refuse to attend or who mislead it.</li> </ul> <p><b>Source B</b></p> <ul style="list-style-type: none"> <li>• Congressional committees have significant budgets to carry out detailed investigations and can rely on a large staff of investigators.</li> <li>• Congressional committees are often controlled by the opponents to the President. For example, during the 1990s Congressional committees controlled by the Republicans carried out a number of investigations into the Democratic President, Bill Clinton, over alleged scandals in office.</li> <li>• However, Congressional committees do have some significant powers such as the ability to compel witnesses to attend hearings and to acquire information under oath. Indeed, failure to disclose information or to lie under oath has resulted in imprisonment in the past.</li> </ul> <p>Credit any other relevant comparisons.</p>

Question		General marking principles	Max mark	Specific Marking Instructions for this question
		<p>Award up to a maximum of 6 marks for accurate comparisons with associated analysis.</p> <p>Award up to 2 marks for an overall conclusion.</p>		<p><b>Analysis</b> In the UK committees lack staff and resources to carry out detailed scrutiny of the government. In the US, however, they have significant budgets and can rely on a large staff of investigators.</p> <p><b>One point of comparison is identified from two sources (1 mark).</b></p> <p>In the UK committees lack staff and resources to carry out detailed scrutiny of the government. In the US, however, they have significant budgets and can rely on a large staff of investigators. This means that US committees are much better equipped to carry out investigations of the executive branch They are not hampered by some of the restrictions facing UK committees who make lack sufficient resources or lack expertise to find out information.</p> <p><b>One point of comparison is identified from two sources (1 mark) and a relevant analytical conclusion is drawn (1 mark).</b></p> <p>Overall, US congressional committees are more able to carry out detailed scrutiny, compel witnesses to attend and are less likely to be under the control of party whips as in the UK and so the US committees can scrutinise the actions more effectively than in the UK.</p> <p><b>A detailed overall conclusion is made (2 marks).</b></p> <p>Candidates may make individual evaluative comments as they address each part of the view point 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>
3	a	Candidates must demonstrate knowledge and understanding of key features of two political systems, adopting a comparative approach as appropriate to the	12	<p><b>Knowledge and understanding</b> If for example the UK and US political systems were chosen:</p> <p>Credit reference to the following aspects of the question (candidates must address at least two aspects to achieve full marks):</p>

Question	General marking principles	Max mark	Specific Marking Instructions for this question
	<p>question.</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><b>Knowledge and understanding</b> Marks should be allocated for knowledge and understanding based on:</p> <ul style="list-style-type: none"> <li>• the breadth of knowledge covered</li> <li>• the level of detail and description of these points</li> <li>• the accuracy of descriptions and explanations</li> <li>• how these points are developed, taking into account the use of exemplification and the levels of explanations provided.</li> </ul> <p><b>Analysis/evaluation</b> Award up to 4 marks for answers that provide analytical/ comparative comments.</p> <p>For full marks, candidates must make analytical/comparative</p>		<ul style="list-style-type: none"> <li>• Presidential and prime ministerial relations with their cabinets</li> <li>• Constitutional limitations on presidential and prime ministerial powers to control policy-making.</li> <li>• The position of the PM and president in the legislative process</li> <li>• Relationships between the president, prime minister and their legislative branches including support for the executive within the legislature.</li> <li>• Support available to presidents and prime ministers to control the executive branch, ie PM's policy unit, role of special advisers, the executive office and presidential advisors.</li> <li>• Credit any other relevant point.</li> </ul> <p><b>Possible responses may include:</b></p> <p>The following would be awarded 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 his or her legislation without much trouble. The US President however, often is faced with Congress being controlled by the other main party and can block his or her proposals.</i></p> <p><b>This contains one relevant aspect with limited description (1 mark).</b></p> <p>The following would be awarded 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 his or her legislation without much trouble. Even with the coalition government the current government is able to pass legislation as the Conservative and Lib Dems 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>

Question	General marking principles	Max mark	Specific Marking Instructions for this question
	<p>comments on at least two aspects of the issue identified in the question.</p> <p>Comparisons will involve:</p> <ul style="list-style-type: none"> <li>• identifying areas of differences</li> <li>• identifying areas of similarity</li> <li>• making evaluative comments on the extent of these differences/similarities</li> <li>• commenting on the consequences of these differences/similarities.</li> </ul> <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 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><b>This contains one relevant aspect with more detailed description (2 marks).</b></p> <p><i>The UK prime minister is normally the leader of the majority party in parliament and so is usually able to pass his or her legislation without much trouble. Even with the coalition government David Cameron has a majority as long as the Conservative and Lib Dem partners support him – as a result he has been able to pass contentious issues like tuition fees and changes to the NHS. 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.</i></p> <p><i>President Obama has been faced with Republican control of the House of Representatives since 2010 and they have effectively blocked any significant legislation. Indeed, they have tried to overturn his healthcare legislation and he has often had to rely on executive orders to take actions.</i></p> <p><b>This contains one relevant aspect with detailed description (2 marks) and detailed development with exemplification and explanation (2 marks).</b></p> <p><b>Analysis</b> 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 a maximum of up to 3 marks can be awarded.</p> <p><i>As a result, the UK prime minister has much more power to pass legislation as he or she is 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>

Question		General marking principles	Max mark	Specific Marking Instructions for this question
				<p><b>This is a straightforward analytical and comparative comment and is worth 1 mark.</b></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> <p><b>This is a more detailed analytical and comparative comment with supporting evidence provided and is worth 2 marks.</b></p> <p>Credit any other relevant points.</p>
3	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>Candidates must refer to at least two aspects of the issue identified in the question to gain up to full marks.</p> <p><b>Knowledge and understanding</b> Marks should be allocated for knowledge and understanding</p>		<p><b>Knowledge and understanding</b></p> <p>If for example the UK and US political systems were chosen:</p> <p>Credit reference to the following aspects of the question (candidates must address at least two aspects to achieve full marks):</p> <ul style="list-style-type: none"> <li>• impact of principles such as 'rule of law' in the UK and 'judicial review' in the US</li> <li>• nature and status of constitutional arrangements such as parliamentary sovereignty and position of US constitution and the Bill of Rights</li> <li>• operation of the Supreme Court in the UK and USA</li> <li>• appointment and neutrality of judges in the UK and US</li> <li>• credit any other relevant factor</li> </ul>



Question	General marking principles	Max mark	Specific Marking Instructions for this question
	<p>based on:</p> <ul style="list-style-type: none"> <li>• the breadth of knowledge covered</li> <li>• the level of detail and description of these points</li> <li>• the accuracy of descriptions and explanations</li> <li>• how these points are developed, taking into account the use of exemplification and the levels of explanations provided.</li> </ul> <p><b>Analysis/evaluation</b> Award up to 4 marks for answers that provide analytical/comparative comments.</p> <p>For full marks, candidates must make analytical/comparative comments on at least two aspects of the issue identified in the question.</p> <p>Comparisons will involve:</p> <ul style="list-style-type: none"> <li>• identifying areas of differences</li> <li>• identifying areas of similarity</li> <li>• making evaluative comments on</li> </ul>		<p><b>Possible responses may include:</b> The following would be awarded 1 mark:</p> <p><i>The US Supreme Court can invalidate legislation passed by Congress by deciding it is unconstitutional. The UK Supreme Court cannot invalidate laws passed by Parliament.</i></p> <p><b>This contains one relevant aspect with limited description (1 mark).</b></p> <p>The following would be awarded 2 marks:</p> <p><i>The US Supreme Court can invalidate legislation passed by Congress by deciding it is unconstitutional. The US Supreme Court has made many landmark rulings by interpreting the Bill of Rights.</i></p> <p><i>The UK Supreme Court cannot overturn laws passed by parliament as the UK operates on the basis of parliamentary supremacy but they can decide if laws or actions of the government are in conflict with existing legislation and ask parliament to reconsider.</i></p> <p><b>This contains one relevant aspect more detailed description (2 marks).</b></p> <p>The following would be awarded up to 4 marks:</p> <p><i>The US Supreme Court can invalidate legislation passed by Congress by deciding it is unconstitutional. The US Supreme Court has made many landmark rulings by interpreting the Bill of Rights. For example, the Supreme Court decided in Roe v Wade to support women’s reproductive rights by legalising abortion based on its interpretation of a clause in the constitution that implied a right to privacy. The UK Supreme Court cannot overturn laws passed by parliament as the UK operates on the basis of parliamentary supremacy, but they can decide if laws or actions of</i></p>

Question	General marking principles	Max mark	Specific Marking Instructions for this question
	<p>the extent of these differences/similarities</p> <ul style="list-style-type: none"> <li>commenting on the consequences of these differences/similarities.</li> </ul> <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 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><i>the government are in conflict with existing legislation or other obligations and ask parliament to reconsider. For example, individuals can use the courts to request the review of government actions to see if it clashes with our commitments made as a result of membership of the EU. It has also used existing legislation such as the Human Rights Act (1998) to rule that the government's anti-terrorism proposals were incompatible with the Act.</i></p> <p><b>This contains one relevant aspect detailed description (2 marks) and detailed development with exemplification and explanations (2 marks).</b></p> <p><b>Analysis</b> 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 a maximum of up to 3 marks can be awarded. <i>Therefore the US Supreme Court has much stronger powers to protect the rights of individuals as is can essentially invalidate laws passed by Congress and signed by the president. However, in the UK the courts are limited to ensuring that the actions of the government are not in conflict with legislation that already exists and they cannot overturn laws passed by parliament.</i></p> <p><b>This is a straightforward analytical and comparative comment and is worth 1 mark.</b></p> <p><i>Therefore the US Supreme Court has much stronger powers to protect the rights of individuals as is can essentially invalidate laws passed by Congress and signed by the president. For example, in the Citizens United case (2010), the Supreme Court invalidated campaign finance restrictions that had been in place as a result of the McCain/Feingold Act. Despite the protestations of the president and many in Congress, this meant that individuals and corporations could not be restricted in contributing to political campaigns. However, in the UK the courts are limited to ensuring that the actions of the government are not in conflict with legislation</i></p>

Question	General marking principles	Max mark	Specific Marking Instructions for this question
			<p><i>that already exists and they cannot overturn laws passed by parliament as in the UK parliament remains supreme.</i></p> <p><b>This is a detailed analytical and comparative comment with supporting evidence provided and is worth 2 marks.</b></p> <p>Credit any other relevant point.</p>

### Section 3: Political Parties and Elections

Question	General marking principles	Max mark	Specific Marking Instructions for this question
4	<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><b>Analysis/evaluation</b> 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>To what extent does the information in sources A, B and C support this viewpoint?</p> <p>Credit reference to the following aspects of the question:</p> <p><b>Source A</b></p> <ul style="list-style-type: none"> <li>• The SNP and Labour saw significant increases in the number of councillors elected.</li> <li>• The Liberal Democrats only held on to less than half the number of councillors they had in 2007.</li> <li>• In 2007 the Liberal Democrats were in third place in the number of councillors they had. By 2012 they had fallen to fourth behind the Conservatives.</li> <li>• The Greens saw a notable rise in the percentage of seats they had won.</li> <li>• However, the SNP and Labour were the two largest parties in both elections.</li> </ul> <p><b>Source B</b></p> <ul style="list-style-type: none"> <li>• Labour/Conservative coalitions took over from the SNP in both Aberdeen and Stirling.</li> <li>• The SNP gained majority control of Dundee City and took control of Lothian (as part of a coalition) from Labour.</li> <li>• Labour took over minority control of Fife from an SNP/Lib Dem coalition.</li> </ul> <p><b>Source C</b></p> <ul style="list-style-type: none"> <li>• Overall, there was a slight change in the number of female candidates of 1.1%. However, males made up the vast majority of candidates.</li> <li>• There were noticeable increases in the number of female candidates from both Labour and the SNP.</li> <li>• The number of female candidates dropped in 2012 for both independents and the Lib Dems.</li> </ul>

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			<ul style="list-style-type: none"> <li>The number of female candidates from the Conservatives altered by only a few percentage points.</li> </ul> <p>Credit any other relevant information.</p> <p><b>Analysis: interpretation</b> The following would be awarded 1 mark:</p> <p><i>The view states that there were few changes between the 2007 and 2012 local government elections. However, source A shows that both the SNP and Labour saw a big increase in the number of seats won in 2012 (the SNP gained the most, winning an extra 62 seats) and the Lib Dems lost a huge number of seats – more than half in fact.</i></p> <p><b>One item of data is interpreted accurately and linked correctly to the first part of the statement (1 mark).</b></p> <p>The following would be awarded 2 marks:</p> <p><i>The view states that there were few changes between the 2007 and 2012 local government elections. However, source A shows that both the SNP and Labour saw a big increase in the number of seats won in 2012 (the SNP gained the most, winning an extra 62 seats) and the Lib Dems lost a huge number of seats – more than half in fact. Source B also indicates that there were many changes in control of individual councils, as Aberdeen changed from an SNP/Lib Dem Coalition to a Labour/Conservative coalition, while the SNP gained majority control of Dundee and Labour lost control of Midlothian to an SNP/independent coalition.</i></p> <p><b>Two or more pieces of evidence are interpreted correctly and linked to the first part of the statement (2 marks).</b></p> <p>The following would be awarded 3 marks:</p>

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			<p><i>The view states that there were few changes between the 2007 and 2012 local government elections. However, source A shows that both the SNP and Labour saw a big increase in the number of seats won in 2012 (the SNP gained the most, winning an extra 62 seats) and the Lib Dems lost a huge number of seats – more than half in fact. Source B also indicates that there were many changes in control of individual councils, as Aberdeen changed from an SNP/Lib Dem Coalition to a Labour/Conservative coalition, while the SNP gained majority control of Dundee and Labour lost control of Midlothian to an SNP/independent coalition. Overall, the information from both sources indicates that there were big changes in both areas in the seats won by the parties in 2012 compared to 2007, with the SNP as the biggest winners and the Lib Dems as the biggest losers. There were also major changes in the control of local councils with new minority, coalition or majority control of a range of councils.</i></p> <p><b>Two or more pieces of evidence are synthesised and linked correctly to the first part of the statement with commentary (3 marks).</b></p> <p><b>Evaluation</b> The following would be awarded 1 mark:</p> <p><i>This shows that the evidence from sources A and B does not support the first part of the viewpoint – there were not in fact only a few changes between the elections as stated; instead there were big changes affecting the parties.</i></p> <p><b>An evaluative comment is made on one part of the statement (1 mark).</b></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>

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5	a	<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><b>Knowledge and understanding</b> Marks should be allocated for knowledge and understanding based on:</p> <ul style="list-style-type: none"> <li>the breadth of knowledge covered</li> <li>the level of detail and description of these points</li> <li>how these points are developed, taking into account the use of exemplification and the levels of explanations provided.</li> </ul> <p><b>Evaluation</b> Evaluation involves making judgements and/or drawing conclusions on:</p> <ul style="list-style-type: none"> <li>the extent to which a view is</li> </ul>	12	<p><b>Knowledge and understanding</b></p> <p>Credit reference to the following aspects of the question:</p> <ul style="list-style-type: none"> <li>press strategies such as New Labour’s attempt to woo the press</li> <li>use of media advisors and spin doctors</li> <li>party strategies to set the news agenda and the use of party election broadcasts</li> <li>leaders’ TV debates</li> <li>use of new media, digital strategies and social media</li> </ul> <p>Credit any other relevant points.</p> <p>For example, the following would be awarded 1 mark:</p> <p><i>Digital campaigns are increasingly significant in recent elections, with parties making use of social media to raise awareness of issues and how they are going to respond to them. Digital campaigns enable the parties to reach sections of the population easily.</i></p> <p><b>This contains one aspect with limited description (1 mark).</b></p> <p>The following would be awarded 2 marks:</p> <p><i>Digital campaigns are increasingly significant in recent elections with parties making use of social media to raise awareness of issues and how they are going to respond to them. Digital campaigns enable the parties to reach sections of the population easily by making use of social network sites such as Facebook or Twitter. The prevalence of some social network sites enables parties to quickly reach specific section of the electorate, such as younger voters.</i></p>

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	<p>supported by the evidence</p> <ul style="list-style-type: none"> <li>• the relative importance of factors</li> <li>• counter-arguments, including possible alternative interpretations</li> <li>• the overall impact/significance of the factors when taken together.</li> </ul> <p>Although some candidates may offer a summative conclusion, many candidates 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</p>		<p><b>This contains one aspect with more detailed description (2 marks).</b></p> <p>The following would be awarded up to 4 marks:</p> <p><i>Digital campaigns are increasingly significant in recent elections with parties making use of social media to raise awareness of issues and how they are going to respond to them. Digital campaigns enable the parties to reach sections of the population easily by making use of social network sites such as Facebook or Twitter. The prevalence of some social network sites enables parties to quickly reach specific section of the electorate such as younger voters. By 2009, in preparation for the General Election in 2010, the Conservative party had put seven staff into place to run their internet strategy, alongside a design agency. In contrast, the Labour party had only three members of staff within the new media team. They worked closely with a digital design agency (as well as volunteers and advisers) to put forward their plans and approach. The Liberal Democrats tended to use party volunteers in order to develop their online campaign strategy. The Conservatives favoured an approach similar to that found in the private sector with a ‘top-down’ policy towards marketing. As part of their media strategy, the Conservatives also used YouTube to try and engage with the public, as well as making use of ‘WebCameron’ to market David Cameron to the voters.</i></p> <p><b>This contains one relevant aspect with detailed description (2 marks) and detailed development with exemplification and explanation (2 marks).</b></p> <p><b>Evaluation</b></p> <p>Award up to 2 marks for comments that evaluate the effectiveness of the media strategies used by political parties. To gain 4 marks candidates must make evaluative comments on each of the aspects covered in their answer; otherwise a maximum of up to 3 marks can be awarded.</p> <p><i>The 2010 General Election clearly demonstrated a desire by the main political parties to increase their online presence. Although in some ways the</i></p>



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		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><i>Conservatives benefited from this (through increased web traffic and social networking ‘hits’), it could be said that this does not always translate into support at the ballot box. Although they won the most seats, they had to enter a coalition with the Liberal Democrats.</i></p> <p><b>This is a straightforward evaluative comment and is worth 1 mark.</b></p> <p><i>The internet is playing a growing role in campaigns, with around half of the population having gone online for information about the parties and candidates before the last General Election. A significant part of this was due to the increase in accessibility due to smartphones and tablets. Many voters are keen to find out about manifestos during a campaign and the internet/social networking can assist with this. Overall, the party benefited from increased online traffic to their homepages and social networking sites, such as Facebook. Although there was a definite increase in the volume of online communications in the run-up to the 2010 General Election, the fact remains that what was happening offline was still vital to the impact on the electorate. It has been suggested in some quarters that the idea that 2010 was the ‘digital’ election has been overplayed somewhat. The continuation of the use of billboard posters in more than 1,000 marginal constituencies led to a significant amount of the campaigning budget being spent in this area. The Conservatives spent more on their campaign than any of the other parties and they won the most seats.</i></p> <p><b>This is a more detailed evaluative comment with supporting evidence provided and is worth 2 marks.</b></p> <p>Credit any other relevant points.</p>
5	b	Candidates must demonstrate knowledge and understanding of different factors that impact on the electoral success of a political party.	12	<p><b>Knowledge and understanding</b></p> <p>If for example New Labour was chosen as the dominant idea:</p> <p>Credit reference to some of the following aspects of the question (candidates must address at least two aspects to achieve full marks):</p>

Question	General marking principles	Max mark	Specific Marking Instructions for this question
	<p>Candidates must refer to at least two aspects of the issue identified in the question to gain up to full marks.</p> <p><b>Knowledge and understanding</b> Marks should be allocated for knowledge and understanding based on:</p> <ul style="list-style-type: none"> <li>• the breadth of knowledge covered</li> <li>• the level of detail and description of these points</li> <li>• how these points are developed, taking into account the use of exemplification and the levels of explanations provided.</li> </ul> <p><b>Evaluation</b> Evaluation involves making judgements and/or drawing conclusions on:</p> <ul style="list-style-type: none"> <li>• the extent to which a view is supported by the evidence</li> <li>• the relative importance of factors</li> <li>• counter-arguments, including possible alternative interpretations</li> </ul>		<ul style="list-style-type: none"> <li>• crime: tough on crime, tough on the causes of crime</li> <li>• commitment not to increase income tax</li> <li>• removal of Clause IV of party constitution, the Third Way approach and acceptance of market economy</li> <li>• public/private partnerships and public sector reforms</li> <li>• welfare policies</li> <li>• constitutional reform, ie Scottish Parliament</li> <li>• any other relevant points.</li> </ul> <p>For example the following would be awarded 1 mark:</p> <p><i>On becoming leader of the Labour party Tony Blair launched New Labour. A key part of this was his attempt to move Labour away from being associated with public ownership and nationalised industries and acceptance of free markets and competition.</i></p> <p><b>This contains one aspect with limited description (1 mark).</b></p> <p>The following would be awarded 2 marks:</p> <p><i>On becoming leader of the Labour party Tony Blair launched New Labour. A key part of this was his attempt to move Labour away from being associated with public ownership and nationalised industries and towards acceptance of free markets and competition. Blair attempted to change the Labour party constitution by scrapping its commitment to nationalisation and public ownership of sections of the economy. Labour held a special conference and Blair succeeded in scrapping the old Clause IV of the Labour constitution and by doing so he sought to change public perceptions of Labour's economic credibility.</i></p> <p><b>This contains one aspect with detailed description. 2 marks.</b></p> <p>The following would be awarded 4 marks:</p>

Question	General marking principles	Max mark	Specific Marking Instructions for this question
	<ul style="list-style-type: none"> <li>the overall impact/significance of the factors when taken together.</li> </ul> <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 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><i>On becoming leader of the Labour party Tony Blair launched New Labour. A key part of this was his attempt to move Labour away from being associated with public ownership and nationalised industries and towards acceptance of free markets and competition. Blair attempted to change the Labour party constitution by scrapping its commitment to nationalisation and public ownership of sections of the economy. Labour held a special conference and Blair succeeded in scrapping the old Clause IV of the Labour constitution and by doing so he sought to change public perceptions of Labour's economic credibility. This was an attempt to attract middle and aspirational 'new working class' voters who Labour needed to attract and in the past had been deterred from supporting Labour because of its association with high public spending and inefficient nationalised industries. Class de-alignment led to more people in the UK identifying themselves as middle class. The growth of the skilled working class and the increase of home ownership, coupled with the decrease in trade union membership and the move to jobs within the tertiary sector, provided a new section of society that New Labour were keen to attract in terms of support.</i></p> <p><b>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).</b></p> <p><b>Evaluation</b></p> <p>Award up to 2 marks for comments that evaluate electoral impact of the dominant ideas. To gain 4 marks candidates must make comments on each of the aspects covered in their answer; otherwise a maximum of up to 3 marks can be awarded.</p> <p><i>Immediately after the change to Clause IV, Labour saw an increase in support in opinion polls. Labour then saw itself surpass the Conservatives in public rating on economic competence and this helped secure its landslide victory in 1997.</i></p> <p><b>This is a straightforward evaluative comment and is worth 1 mark.</b></p>

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			<p><i>Immediately after the change to Clause IV, Labour saw an increase in support in opinion polls. Labour then saw itself surpass the Conservatives in public rating on economic competence and this helped secure its landslide victory in 1997. Labour actually beat the Conservatives in the C1 category of voters in 1997 – a middle class category – as well as heavily defeating the Conservatives in in the C2 category most usually associated with the ‘new working class’ voters.</i></p> <p><b>This is a more detailed evaluative comment with supporting evidence provided and is worth 2 marks.</b></p> <p>Credit any other relevant points.</p>

[END OF SPECIMEN MARKING INSTRUCTIONS]

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**Change since last published:**

Marking grids and associated marking text updated.