



**2014 Politics**

**Higher Paper 1**

**Finalised Marking Instructions**

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## **Part One: General Marking Principles for Politics Higher Paper 1**

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 specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

### **GENERAL MARKING ADVICE: Politics Higher Paper 1**

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

## Part Two: Marking Instructions for each Question

Question	Expected Answer(s)	Max Mark	Additional Guidance
1	<p>Award up to 3 marks for each developed point depending on relevance and details provided up to a total of 6 marks. Both parts of the viewpoint must be addressed for full marks.</p> <p>The following points should be credited:</p> <ul style="list-style-type: none"> <li>• 2011 was the Conservatives best ever result for elections to the Welsh Assembly as they recorded their highest ever number of seats (14) in the Welsh Assembly.</li> <li>• 2011 also saw Labour record their highest ever number of seats (30) in the Welsh Assembly elections, however, they also achieved this number of seats in the 2003 election.</li> </ul> <p><b>As a result the evidence supports the view that the results were clearly the best ever for the Conservatives though although they were Labour's best figures they were not clearly the best ever as Labour did equally well in 2003.</b></p> <ul style="list-style-type: none"> <li>• The Conservatives did not make the biggest gains compared to the previous election as Labour gained 4 seats and the Conservatives only gained 2</li> <li>• Labour also added the most to their share of the vote as this rose by almost 9% whilst the Conservatives only added about 2%</li> <li>• Any other relevant point.</li> </ul>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2		<p>Award up to 14 marks – for full credit of marks, candidates must refer to all sources and say to what extent the evidence supports the statements made.</p>	14	
		<p><b>Between 1980 and 2008 there was a steady and very significant improvement in Presidential national voter turnout though youth turnout usually lagged slightly behind that of older voters.</b></p> <p><b>Source C</b></p> <ul style="list-style-type: none"> <li>• Voter turnout in presidential elections improved between 1980 and 2008, however, this was not a steady improvement as turnout actually dropped between 1992 and 1996 and also between 1984 and 1988. This was reflected in the percentage of the vote.</li> <li>• Turnout in presidential elections did increase by a very significant amount as it grew from 86 million to 132 million – an improvement of around 46 million.</li> <li>• Turnout as measured as a share of the vote did not increase very significantly as it grew by only 4.2% between 1980 and 2008.</li> </ul> <p><b>Voter turnout in presidential elections did not show a steady growth nor did it grow significantly as a share of the vote. However, in terms of raw votes there was a significant increase in the number of votes cast.</b></p>		
		<p><b>Source D</b></p> <ul style="list-style-type: none"> <li>• Youth turnout has always lagged behind the turnout of older voters.</li> <li>• However it has lagged substantially behind that of older voters with turnout in the 18-24 age group between 20-30% behind that in Presidential elections.</li> </ul> <p><b>Youth turnout has not lagged slightly behind that of older voters – it has in fact lagged significantly behind that of older voters.</b></p>		

Question	Expected Answer(s)	Max Mark	Additional Guidance
2	<p>(cont)</p> <p><b>In the 2010 Midterm Congressional Elections, turnout was very similar across all States and all sections of the electorate. In fact, among selected voter groups, turnout in 2010 was much greater than in all other recent mid-term Congressional Elections.</b></p>		
	<p><b>Source E</b></p> <ul style="list-style-type: none"> <li>• Turnout levels in most states was very similar at around 35% but in Maine turnout was significantly higher at nearly 55%.</li> </ul>		
	<p><b>Source F</b></p> <ul style="list-style-type: none"> <li>• White voters were most likely to turnout to vote in 2010 (49%) with Black turnout not far behind at 45% but only 31% of Hispanics and Asians turned out to vote. This is a significant difference.</li> <li>• Turnout rates between males and females at different age groups was very similar – male turnout in the 30+ category was not much different to females (51·0% to 51·8%). Turnout was not much different between males and females in the 18-24 age group.</li> </ul>		
	<p><b>Source G</b></p> <ul style="list-style-type: none"> <li>• Turnout was significantly different between those earning \$75,000 and above (60%) and those earning below \$50000 (40%).</li> <li>• Those with a college education or better were much more likely to turnout to vote (61%) than those who were educated up to high school level (35%).</li> <li>• Age appears to show significant differences with 51·4% of 30+ voting compared to only 21·3% of under 24's voting. This is apparent across genders.</li> </ul> <p><b>Although turnout was similar across most states it was not similar across all states. Turnout was not similar across all sections of the electorate. It was very different across almost all sections of the electorate and only in relation to gender did it appear similar.</b></p>		

Question	Expected Answer(s)	Max Mark	Additional Guidance
2	<p>(cont)</p> <p><b>Source G</b></p> <ul style="list-style-type: none"> <li>• Turnout in 2010 was lower for the different income groups than in 2006 but it was higher than in 1998 and 2002.</li> <li>• Turnout was lower in 2010 for different voters based on education in every year.</li> <li>• Turnout by age was lower in 2010 for each election for the over 30s and was lower than in 2006 for voters aged under 24.</li> </ul> <p><b>Turn out in 2010 was not much greater than all other recent mid-term elections – it was usually lower or at a similar level</b></p> <p>Credit any other relevant point.</p>		

[END OF MARKING INSTRUCTIONS]



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**Higher Paper 2**

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## **Part One: General Marking Principles for Politics Higher Paper 2**

*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 specific Marking Instructions for each question.*

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
  
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

### **GENERAL MARKING ADVICE: Politics Higher Paper 2**

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

“Pass” and better answers must feature both knowledge and understanding of the issues and analysis of and balanced comment on, the issues being addressed.

If the answer merits a “pass” or better, you should now grade it. “Pass” and better answers are graded taking into account such criteria as the relevancy, accuracy and extent of detailed, exemplified description and analysis.

The marks available for each grade are:

C 10-11      B 12-13      A 14-20

Use the full range of marks, up to and including 20.



**Part Two: Marking Instructions for each Question**

**Section A – Political Theory**

Question		Expected Answer/s	Max Mark	Additional Guidance
		<b>Answer ONE question from this section.</b>		
<b>A</b>	<b>1</b>	<p>Credit appropriate historical background/contexts used by candidates. It is important that candidates do not just describe or explain each theorist’s work in turn; they must compare and contrast their ideas appropriately in order to gain high marks.</p> <p><b>Credit references to aspects of the following:</b></p> <p><b>Conservatism</b></p> <p>Edmund Burke was in opposition to the radical new ideas of those leading the French revolution – and he developed his thoughts into a logical and full account of early conservative principles as follows:</p> <p><b>Human Nature</b> – Man is not a rational creature but is driven by basic instincts and emotions – the imperfections of man had to be recognised. Since man is not capable of being perfect through education etc he must have discipline imposed on him by some superior force. So emphasis on need for authority.</p> <p><b>Order:</b> Man needs order and security – which are more desirable than individual freedom and tolerance. The purpose of political power is to create and maintain good order.</p> <p><b>Tradition:</b> this is best achieved through continuity and respect for traditional institutions – eg landed interests, the family and church. Burke described society as a partnership between “those who are living, those who are dead and those who are to be born.”</p> <p>Rapid and violent change is to be avoided – reforms only when necessary and with regard to tradition.</p> <p><b>Organic Society:</b> human beings are dependent and security seeking creatures and this is achieved through their roots in society and social obligations. Society is an organism, a living entity.</p>	<b>20</b>	

Question		Expected Answer/s	Max Mark	Additional Guidance
A	1	<p><b>Hierarchy and Authority:</b> Authority is necessary and beneficial as everyone needs the security of knowing their place in society and their obligations.</p> <p><b>Property:</b> ownership of property brings responsibility – those who own should protect those who don't.</p> <p>Any other relevant points.</p>		
		<p><b>Liberalism</b></p> <p>John Locke supported the Parliamentarians during the War of The Three Kingdoms and supported the Glorious Revolution of 1688 – and he contributed to the development of Liberal principles as follows:</p> <p><b>Human Nature</b> – Man is innately driven by passion/self-interest, but balanced by strong reason. So emphasises freedom</p> <p><b>Consent</b> – willing agreement – “consent of the governed” aware of dangers of tyranny – developed into a need for democracy and representation including a bill of rights and written constitution.</p> <p><b>Toleration and Diversity</b> – to think, act and speak (within some limits) Locke advocated religious toleration for all except Roman Catholics. Toleration leads to social enrichment – pluralism is healthy: natural balance and harmony – no such thing as irreconcilable difference.</p> <p><b>Individualism</b> – core principles of liberalism – a belief in the supreme importance of the human individual as opposed to any social group.</p> <p><b>Freedom</b> – individual freedom or liberty is a core value of Liberalism: arises naturally from belief in individual.</p> <p><b>Reason</b> – world has rational structure and humans have ability to reason – believe in progress and the capacity of individuals to resolve their differences through debate not war.</p> <p><b>Equality</b> – “born equal” – liberals have a commitment to equal rights especially before the law and in politics eg one person, one vote, favour equality of opportunity – meritocracy – rather than equality of outcome.</p> <p>Any other relevant points.</p>		

Question		Expected Answer/s	Max Mark	Additional Guidance
A	2	<p>Candidates are likely to use an historical approach in referring to direct and representative democracy. They must use appropriate theorists and examples to illustrate their points, eg Greek City States. Candidates may include some of the criticisms of direct democracy and representative democracy. Many different theorists could be used in the answers so credit appropriately (candidates may use for example Plato, Aristotle, Locke, Rousseau and Paine.)</p> <p><b>Credit references to aspects of the following:</b></p> <p><b>Direct Democracy</b></p> <ul style="list-style-type: none"> <li>• People or citizens make the decisions and are expected to participate fully in the political process – sometimes considered as ‘pure’ democracy.</li> <li>• It heightens citizens’ control.</li> <li>• It creates a better informed and more politically knowledgeable group of citizens.</li> <li>• The public can express a view and interest without having to rely on self-serving politicians.</li> <li>• Ensures rule is legitimate – decisions will be accepted since the people made them.</li> <li>• Some would argue that direct democracy is impractical in modern society, given the millions of people and many issues on which to decide; society would probably cease to function if attempts were made to run it as a direct democracy.</li> </ul>	20	

Question		Expected Answer/s	Max Mark	Additional Guidance
A	2	<p><b>Representative Democracy</b></p> <ul style="list-style-type: none"> <li>• A limited and indirect form of democracy. Popular participation in government is infrequent and brief, eg through voting in elections, the most important feature of representation. The public do not exercise power themselves; they select who will rule on their behalf. Should therefore be a link between government and governed – the electoral mandate.</li> <li>• It is more practicable than direct democracy given the numbers involved now – still possible to have direct democracy in small communities.</li> <li>• Ordinary citizens do not have to be involved in decision making – division of labour created in politics.</li> <li>• It allows government to be in the hands of those with expert knowledge, experience and perhaps better education.</li> <li>• Maintains stability – distances ordinary citizens from politics and encourages compromise.</li> <li>• Accountability is an important feature.</li> <li>• Some would argue that the government should reflect the society it seeks to represent – in terms of political opinion and in terms of social, ethnic and gender groups in society.</li> <li>• Any other relevant points.</li> </ul>		

Question		Expected Answer/s	Max Mark	Additional Guidance
A	3	<p>Credit highly candidates who provide appropriate and relevant example, past or present, to illustrate the role of legitimacy in the distinction between power and authority.</p> <p><b>Credit references to aspects of the following:</b></p> <p><b>Legitimacy</b></p> <ul style="list-style-type: none"> <li>• The crux of the question is that the term “legitimacy” broadly means rightfulness and therefore it confers an authoritative or binding character, which transforms power into authority.</li> <li>• The claim to legitimacy is sometimes more important than the fact of obedience – a willingness to comply, a way of giving consent that obliges individuals to acknowledge the authority of government.</li> <li>• Why do people obey the state? This tends to reflect a shift from the philosophy of why should they obey the state to the political sociology of Max Weber, in which he identifies in each case the basis on which legitimacy was established.</li> <li>• Candidates can refer in depth to Weber’s three ideal types of authority: traditional, charismatic and legal-rational.</li> <li>• Importance of concept of consent in terms of it being the main distinction between power and authority – Weber’s typologies allow candidates to refer to both consent and obligation and explore how these operate within particular states or historically.</li> <li>• Consent through voting and elections can be compared to traditional or charismatic examples of Weber.</li> </ul>	20	

Question		Expected Answer/s	Max Mark	Additional Guidance
A	3	<p><b>Power</b></p> <ul style="list-style-type: none"> <li>• Credit reference to different definitions of power, eg the ability or power to get what we want and the capacity to achieve objectives rather than to exercise control over other people.</li> <li>• The consensus view of power is rejected by those who favour the view of power based on conflict – power is getting people to do what they would not have done otherwise, ie power over others. This allows candidates to distinguish between different dimensions of power or, as Steven Lukes (1974) described them: <ul style="list-style-type: none"> <li>Power as decision-making – the open-face of power that can be seen to be exercised when a decision is taken. This type of decision-making can nevertheless be influenced in a variety of ways, eg the 2011 referendum on voting reform witnessed significant spending by the No campaign. Credit references to other theorists if relevant but not if they are substitutes for the theorists asked for in the question.</li> <li>Power as agenda setting – the secret face of power – exercised behind closed doors. Those who have power to set the political agenda have the power to determine not only what can be discussed but also, more importantly, what cannot be discussed. Power is also, therefore, about preventing decisions being taken, ie ‘non-decision making’.</li> <li>Power by manipulating desires – people with such power can persuade others that what is being offered is desired – ability to shape what someone thinks. Tony Blair used the claim of Weapons of Mass Destruction to legitimise the USA led Coalition invasion of Iraq.</li> </ul> </li> </ul>		

Question		Expected Answer/s	Max Mark	Additional Guidance
A	3	<p><b>Authority</b></p> <ul style="list-style-type: none"> <li>• Closely connected with power – additional factor that those over whom power is exercised must believe the power holder has the moral right to exercise power and to employ sanctions if they wish – ‘legitimate power’.</li> <li>• Using Max Weber’s work the student should be credited for describing different types of authority and giving examples to illustrate these.</li> </ul> <p>Traditional authority – rooted in history and based on the divine right of Monarchs – Louis XI stated that “L’Etat, C’est Moi”; Still exists in traditional societies and in for example North Korea.</p> <p>Charismatic authority which stems from personality for example, Ghandi, Hitler and Obama.</p> <p>Legal-rational authority which is the norm in present day democratic societies.</p> <ul style="list-style-type: none"> <li>• Any other relevant point.</li> </ul>		

## Section B – Political Structures

Question		Expected Answer/s	Max Mark	Additional Guidance
		<b>Answer ONE question from this section.</b>		
<b>B</b>	<b>4</b>	<p>Candidates must compare and contrast the links between elected representatives in their chosen legislatures in order to gain high marks ie 14 or more out of 20.</p> <p><b>Credit references to aspects of the following:</b></p> <p><b>The UK</b></p> <ul style="list-style-type: none"> <li>• Candidates may contrast the elected lower chamber (House of Commons) with the unelected upper chamber (House of Lords); explanation of single MP constituencies is important when comparing with Scotland or the USA; reference to links between MPs and their constituents eg surgeries, local party meetings, events in the constituency, lobbying on their behalf, taking up cases against Ministerial departments, meetings at Westminster, access to the Commons Chamber public gallery.</li> <li>• MPs take care to represent the interests of constituencies. Whips accept that this may transcend party loyalty on occasion. Members of Governing party have defied Government policy over such issues as Iraq, Trident, nuclear waste dumping sites and the siting of motorways and railways.</li> <li>• Candidates may mention the role each MP plays in representing particular interests – mention of MPs and sponsorship by outside groups including trade unions, business and cause groups; individual campaign spending is very limited by law so there is little need for financial support from such groups.</li> <li>• Any other relevant points.</li> </ul>	<b>20</b>	



Question		Expected Answer/s	Max Mark	Additional Guidance
B	4	<p><b>The USA</b></p> <ul style="list-style-type: none"> <li>• The US Congress is one of the most pluralist bodies in western democracies; power is extremely diffused and access to key centres of power is very open through the lobby.</li> <li>• Explanation of the types of representation in Congress eg differences between the Senate and House of Representatives due to terms of office ie six years as against 2 years; Senators therefore less open to pressure from constituents than Representatives who are sensitive to constituency, opinion; differences in terms of local/state representation – number of Representatives versus only 2 Senators.</li> <li>• Generally speaking, Senators take more of a national outlook while Representatives are more concerned with domestic issues.</li> <li>• The committee system relies heavily upon information and opinion from interest groups.</li> <li>• Fewer Senators so they're better known than Representatives who have less prestige; bills have more chance of success in the Senate.</li> <li>• Party loyalty is important – members tend to toe the party line more and more these days but the party system is weaker than in the UK and allows for members to support external groups more openly.</li> <li>• The voting and speaking record of members is well known; Representatives more than Senators have to look after their constituents' needs.</li> <li>• Members rely heavily upon interest groups for finance of election campaigns and political support.</li> <li>• Any other relevant points.</li> </ul>		

Question		Expected Answer/s	Max Mark	Additional Guidance
B	4	<p><b>Scotland</b></p> <ul style="list-style-type: none"> <li>• The electoral system – using both the first-past-the-post and additional member system gives better representation – credit details appropriately in terms of who represents constituents (regional and list MSPs); still notion of surgeries etc in terms of direct and indirect contact between constituents and elected MSPs; cabinet ministers/shadow cabinet ministers/MSPs – candidates may argue they have a better chance of having their local MSP in a position of power than in the rest of the UK or USA and therefore the links are more important and helpful.</li> <li>• The work of the Public Petitions Committee is very different from what happens in the UK and USA – The PPC is a special committee set up to allow the public direct access to the Parliament. Any individual or group can make a request (petition) for the Parliament to: take a view on a matter of public interest or concern; or change existing legislation or introduce new legislation. The PPC will consider each petition and make a decision on the course of action to be taken in each case. The PPC has several courses of action it may take. Basically, it decides whether the parliament as a whole should debate the issues, a specific committee should deal with it or whether it is more appropriate for another body to consider the petition. Provided the subject matter is within the Scottish Parliament’s remit (ie refers to a devolved matter) the PPC must consider the petition.</li> <li>• The Committee system in Scotland was designed to encourage significant public involvement in the Parliament’s activities. For example, individuals as well as members of organisations and groups can appear before committees or write to them to give evidence.</li> <li>• Scottish Parliament has “family friendly” business hours unlike Westminster with more opportunity to meet with your representative.</li> <li>• Any other relevant points.</li> </ul>		

Question		Expected Answer/s	Max Mark	Additional Guidance
B	5	<p>Candidates must refer to the quote and structure a robust and relevant answer around it. Candidates must compare and contrast appropriately the roles and powers of committees in each of their chosen countries in order to gain high marks ie 14 or more out of 20.</p> <p><b>Credit references to aspects of the following:</b></p> <p><b>The UK Parliament</b> (see below in USA for other relevant points)</p> <ul style="list-style-type: none"> <li>• Select Committees are set up by both the House of Commons and House of Lords. They are investigative committees that look at particular policy areas and produce reports on specific topics. The membership of a committee will be chosen to reflect the relevant strengths of the political parties in the House which set it up.</li> <li>• While committees are involved in scrutiny of the Executive, their effectiveness can be limited by the dominant majority party and by the influence of the whip system in the selection of membership. Committees in the Lords have a more independently – minded approach.</li> <li>• Foreign Affairs Committee can be very influential. Its investigations into the Iraq War led to the setting up of the Butler Inquiry in 2004.</li> <li>• In the House of Commons many of the select committees examine the work of individual government departments and have the powers to call individual government ministers and civil servants. In 2007 the Commons Treasury Select Committee questioned the Governor of the Bank of England over the collapse of Northern Rock.</li> <li>• In the House of Lords the select committees cover broader policy areas such as the European Union and the constitution.</li> <li>• Standing Committees are set up by both the Houses to consider the details of individual bills.</li> </ul>	20	

Question		Expected Answer/s	Max Mark	Additional Guidance
B	5	<p><b>Scotland</b></p> <ul style="list-style-type: none"> <li>• The Scottish Parliament is a unicameral, committee based legislature. A conscious decision was taken not to follow the Westminster practice where the Committee system was criticised as weak, encouraged executive dominance and did not allow effective legislative scrutiny.</li> <li>• The Committee system reflects the four founding principles of Sharing Power, Accountability, Accessibility Openness and participation and Equal Opportunities.</li> <li>• The key functions of the Committees are: to consider and initiate proposals for legislation; to conduct inquiries and publish reports such as the 2006 Health Committees Report on Free Personal Care for the Elderly; and, to hold the Scottish Government to account. Cabinet ministers do not sit on committees but can be asked to appear before the committee to answer questions; Committees have the power to initiate legislation themselves.</li> <li>• A unique committee is the Public Petitions Committee (PPC), set up to allow the public direct access to parliament, The PPC considers petitions from any individual or group on any devolved issue. The Committee has several course of actions, for example it can decide whether Parliament can debate the issues, compared with the UK which is still executive dominated.</li> <li>• The creation of a majority SNP government has, it is claimed, weakened the ability of Committees to scrutinise and call the SNP government to account.</li> </ul>		

Question		Expected Answer/s	Max Mark	Additional Guidance
B	5	<p><b>The USA</b></p> <ul style="list-style-type: none"> <li>• “Congressional government is committee government” – Woodrow Wilson.</li> <li>• The committees in the USA are also select and standing committees but are far more independent and have far greater resources compared with the UK which is still executive dominated.</li> <li>• Congressional committees examine the details of some 6 000 bills over a two year period, whereas the UK Parliament looks at about 250 a year; unlike the UK where government bills are not seriously obstructed or changed the bills coming through the committees in the USA often look very different.</li> <li>• Reviewing draft bills is relatively new in the UK but routine in the USA; taking evidence from witnesses is also something routine in the USA.</li> <li>• Senate committees – scrutiny of appointees/ hearings etc – almost 20% of Supreme Court nominations have been rejected in the past.</li> <li>• Scrutiny of government performance and expenditure is another routine role in the USA but happens more often now in the UK. USA have greater powers to call witnesses.</li> <li>• Separation of powers in the USA ensures strong and effective committee scrutiny of the executive; while the UK and USA have committee with the same names and with some of the shared goals the UK Parliament is still dominated by a powerful executive.</li> <li>• Any other relevant points.</li> </ul>		

Question		Expected Answer/s	Max Mark	Additional Guidance
B	6	<p>Candidates must compare and contrast the checks and balances in their chosen executives in order to gain high marks ie 14 or more out of 20.</p> <p><b>Credit references to aspects of the following:</b></p> <ul style="list-style-type: none"> <li>• Comparing the UK’s Prime Ministerial executive with either Scotland’s First Minister or the American President will lead to some similarities and differences and interpretations/conclusions about which is more or less “powerful” in one area or another – if Scotland is chosen it should be clear the First Minister lacks power in several critical areas when compared with the PM and/ or the President.</li> <li>• Candidates should detail what powers of the respective chosen executives are and begin to compare and contrast the various checks and balances that exist.</li> <li>• The UK and USA examples, if chosen, could point to a number of similarities eg extensive powers of patronage/appointment; chief policy-makers; heads of the governing party; foreign policy; role of Commander-in-Chief of armed forces – critical in US especially; policy making; - checked by size of majority (if one exists at all), economic conditions; clear differences between UK and/or USA and that of Scotland in terms of powers (reserved areas, those topics UK only can deal with for Scotland etc).</li> <li>• Variations in power tend to be more subtle – the President dominates his Cabinet and unlike the PM he cannot be outvoted by them; patronage is directly from the President for the whole of the administrative services – he does not share this with Cabinet members; the President cannot be removed from office for political reasons by the legislature whereas the PM depends on parliamentary support.</li> </ul>	20	

Question		Expected Answer/s	Max Mark	Additional Guidance
B	6	<ul style="list-style-type: none"> <li>• The PM though is not limited by an entrenched constitution – a big plus for the PM over the President; PM's patronage does not need the approval of the legislature like the President's does; PM's party support much stronger than that which a President in the USA can count on where the party machine is much weaker; PM usually dominates Parliament whereas President may not dominate Congress; UK more unitary therefore less problems than President who has to deal with strong regional forces and he has limited jurisdiction among the states; PM chooses date of elections – dates fixed in USA. Although Coalition government has set a fixed date for the next election – May 2015. The Supreme Court plays a crucial role in defining the scope of Presidential and Congressional action.</li> <li>• Other checks and balances eg Opposition parties, Cabinet minister/members, question time, the media and access to the media, committee system, cabinet versus Prime Ministerial/ Presidential government; constitutions.</li> <li>• Candidates may wish try to reach a conclusion based on the evidence they present about which Executive is more or less powerful given the checks and balances in their chosen countries – credit appropriately for well thought through conclusions.</li> <li>• Any other relevant points.</li> </ul>		

## Section C – Political Representation

Question		Expected Answer/s	Max Mark	Additional Guidance
		<b>Answer ONE question from this section.</b>		
<b>C</b>	<b>7</b>	<p>In order to gain an overall mark of 14/20 and above the candidate must have used appropriate illustrations/examples from the Scottish Parliamentary elections. Credit highly candidates who contrast the 2011 Scottish Parliament elections leading to majority SNP Government to the failure of the 2010 General election to deliver clear single party majority government.</p> <p><b>Credit references to aspects of the following:</b></p> <ul style="list-style-type: none"> <li>• Candidates may explain the basic facts of the system of election in Scotland – the FPTP and AMS top-up using list MSPs.</li> <li>• Scotland is divided into 73 constituencies and each constituency elects one MSP. These are known as <b>Constituency MSPs</b> and are elected by ‘first past the post’ in exactly the same way as MPs are elected to Westminster. This is the elector’s ‘first vote’.</li> <li>• The ‘second vote’ is used to elect 56 <b>additional members</b>. Scotland is divided into 8 parliamentary Regions and each region elects 7 regional MSPs. In the second vote the voter votes for a party rather than a candidate. The parties are then allocated a number of additional members to make the overall result more proportional. The regional MSPs are selected from lists compiled by the parties. These MSPs are also sometimes referred to as List MSPs.</li> </ul>	<b>20</b>	



Question		Expected Answer/s	Max Mark	Additional Guidance
C	7	<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• The whole assembly is proportionally representative and there is a better balance of electoral fairness and the need for constituency representation.</li> <li>• It keeps alive the possibility of single-party government and even majority government as achieved in the 2011 elections by the SNP.</li> <li>• It allows electors to choose a constituency representative from one party yet support another party to form a government.</li> <li>• It retains a direct link between voters and their representative.</li> <li>• Leads to greater gender representation in the Scottish Parliament but poor record in terms of ethnicity.</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• AMS is criticised for not being as straightforward as FPTP – in 2007 Scottish Parliament elections 140 000 spoilt ballot papers.</li> <li>• The system creates two classes of representatives and can create tension between constituency MSP and List MSP.</li> <li>• Does not always provide appropriate representation for minority parties. The number of MSPs outwith the four major parties decreased from 17 to 3 in the 2007 elections and remained at 3 in the 2011 election.</li> <li>• Parties become more centralised and powerful due to decisions about who goes on the list and at what point.</li> <li>• It usually does not deliver strong majority party government and can lead to weak minority party government.</li> <li>• Any other relevant points.</li> </ul>		

Question		Expected Answer/s	Max Mark	Additional Guidance
C	8	<p>Candidates must cover the key functions and include relevant illustrations from the UK system of elections. Candidates may mention local, national and European elections to illustrate points.</p> <p><b>Credit reference to aspects of the following:</b></p> <p>Candidates may mention by way of introduction several of the principles that underpin the organisation and conduct of elections eg elections should be free and fair – with secret ballot, regular and universal suffrage; elections should be transparent – easy to understand, counting accessible to all candidates, administered fairly.</p> <p><b>Purposes of elections include:</b></p> <ul style="list-style-type: none"> <li>• recruitment of politicians – principal source of political recruitment is elections from nomination of candidates through to election; candidates may mention skills required of politicians related to electioneering, eg oratory, committee experience</li> <li>• making governments – more correctly elections influence the formation of government in the UK – major party and minority government; coalitions, eg in Scotland</li> <li>• providing representation – a way of channelling demands from the public to the government, ie giving mandates</li> <li>• influencing policy – deter UK governments from too radical an agenda but sometimes a single issue can dominate an election, eg Iraq, the economy, Trade Union power</li> <li>• educating voters – campaigning process should be explained and this provides information for electorate about candidates, policies, parties, leaders etc – turnout might be mentioned to show increasing apathy in certain elections, particularly European and local elections</li> <li>• building legitimacy – elections help to foster legitimacy by providing justification for a system of rule</li> <li>• strengthening elites – elites may use elections to manipulate and control the masses</li> <li>• any other relevant points</li> </ul>	20	

Question		Expected Answer/s	Max Mark	Additional Guidance
C	9	<p>In order to gain an overall mark of 14/20 and above the candidate must have used appropriate illustrations/examples from the UK. Credit highly relevant reference to recent UK elections.</p> <p><b>NB*</b>It is critical that candidates make explicit reference to the theories by name rather than implicitly by referring to long-term reasons for voting behaviour (when they mean for example, the sociological model) and short term reasons for voting (when they mean for example, the rational-choice model).</p> <p><b>Credit references to aspects of the following:</b></p> <ul style="list-style-type: none"> <li>• Psephology – the scientific study of voting behaviour – is still very important despite major problems with prediction of election results.</li> <li>• The <b>party-identification model</b> – based on a sense of psychological attachment to a party.</li> <li>• Attitudes and perceptions are learned – particularly within the family, schools, peer groups, work.</li> <li>• Candidates need to be aware of partisan de-alignment – a general fall in party identification and habitual voting patterns over recent years.</li> <li>• The <b>sociological model</b> – voting behaviour is linked to the economic and social position of a particular group that the voter belongs to – social class, gender, ethnicity, religion and region are examples.</li> <li>• The role of the individual and personal self-interest are ignored here.</li> <li>• Empirical evidence is that the link between sociological factors and party support has weakened.</li> </ul>	20	

Question		Expected Answer/s	Max Mark	Additional Guidance
C	9	<ul style="list-style-type: none"> <li>• The <b>rational-choice model</b> – the individual is at the heart of this making rational decisions based on personal self-interest.</li> <li>• Issue-voting becomes important in this model.</li> <li>• The <b>dominant-ideology model</b> – similar to sociological theories but the role of the mass media is much stronger – a process of social conditioning where individual choices are perhaps shaped by ideological manipulation and control. The UK Monarchy is regarded as a treasured institution and capitalism is the dominant economic model.</li> <li>• Any other relevant points.</li> </ul>		

[END OF MARKING INSTRUCTIONS]