



National
Qualifications
2019

2019 Politics

Higher Paper 1

Finalised Marking Instructions

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General marking principles for Higher Politics

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

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

Marking principles for each question type

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

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

Extended response questions (12 or 20 marks)

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

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

Analyse questions

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

Compare questions

- Candidates identify differences and/or similarities.

Evaluate questions

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

Discuss questions

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

To what extent questions

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

General marking guidelines for extended-response (20 marks)

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

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

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

General marking guidelines for extended-response (12 marks)

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

Marking instructions for each question

Section 1 – Political theory

Question		General marking instructions	Max mark	Specific marking instructions for this question
1.	(a)	<p>Candidates must demonstrate knowledge and understanding of key features of political concepts, ideologies or theories as appropriate to the question, and any links between them.</p> <p>Knowledge and understanding Award marks for knowledge and understanding based on</p> <ul style="list-style-type: none"> • the breadth of knowledge covered • the level of detail and description of these points • the accuracy of descriptions and explanations • how these points are developed, taking into account the use of exemplification and the levels of explanations provided. <p>Award up to a maximum of 8 marks for knowledge and understanding.</p>	12	<p>Knowledge and understanding Award marks where candidates refer to the following aspects of the question.</p> <ul style="list-style-type: none"> • power as the ability to get someone to do something which they would not have done otherwise through the use of threats, sanctions, manipulation or rewards • Lukes’ first face of power: the open face of power, where the decision-making process is considered to be relatively transparent • Lukes’ second face of power: the secretive face of power, in which the political agenda is set behind closed doors • Lukes’ third face of power: evident where power is the ability to manipulate the opinions of others in order to persuade them that what is being proposed is desirable. <p>Award marks for any other relevant points.</p> <p>Possible response The following response would be awarded 1 mark as it contains one aspect with some description. (1 mark)</p> <p><i>Lukes’ third face of power is known as the ability to shape desires. This type of power is the ability to change what someone thinks they need or want which may go against their best interests.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>The following response would be awarded 2 marks as it as it contains one aspect with detailed description. (2 marks)</p> <p><i>Lukes' third face of power is known as the ability to shape desires. This type of power is the ability to change what someone thinks they need or want which may go against their best interests. Lukes argued here that those in power are able to manipulate society into believing that they are acting in their best interests. Lukes pinpointed that this was the most insidious face of power.</i></p> <p>The following response would be awarded 3 marks as it contains one aspect with detailed description (2 marks) and development with exemplification. (1 mark)</p> <p><i>Lukes' third face of power is known as the ability to shape desires. This type of power is the ability to change what someone thinks they need or want which may go against their best interests. Lukes argued here that those in power are able to manipulate society into believing that they are acting in their best interests. Lukes pinpointed that this was the most insidious face of power.</i></p> <p><i>For example, former PM Tony Blair insisted that clear evidence existed that Iraq under Saddam Hussein possessed Weapons of Mass Destruction. This argument was used to justify the invasion of Iraq. However, once the invasion was undertaken it emerged that Iraq did not possess WMD and this led to claims that that the WMD claim had been used by Tony Blair in order to manipulate public opinion.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Analysis Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example, of an idea, theory, argument) and clearly shows at least one of the following</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. 		<p>Analysis Award up to 2 marks for comments that analyse Lukes’ three faces of power. To gain 4 marks candidates must make detailed analytical comments on at least two of the aspects of the question, otherwise award a maximum of 3 marks.</p> <p>The following response would be awarded 1 mark as it is a straightforward analytical comment. (1 mark)</p> <p><i>The first face of power was classified by Lukes as the open face. Here, the exercise of power is transparent and we can see who is using it and when it is being exercised. Lukes categorised the other two faces as the closed faces of power as it was not clear when this power was being used or who was wielding this power.</i></p> <p>The following response would be awarded 2 marks as it is a detailed analytical comment with supporting evidence provided. (2 marks)</p> <p><i>The first face of power was classified by Lukes as the open face. Here, the exercise of power is transparent and we can see who is using it and when it is being exercised. For example, when legislation was passed in parliament it was possible to identify how MPs voted and the impact of pressure groups. Lukes categorised the other two faces as the closed faces of power as it was not clear when this power was being used or who was wielding this power. This shows Lukes’ first face of power can be seen as being more democratic than the second and third faces.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Award up to a maximum of 4 marks for analysis.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of marks, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p> <p>For full marks, candidates must make analytical comments on all aspects of the issue identified in the question.</p>		

Question	General marking instructions	Max mark	Specific marking instructions for this question
(b)	<p>Candidates must demonstrate knowledge and understanding of key features of political concepts, ideologies or theories as appropriate to the question, and any links between them.</p> <p>Knowledge and understanding Award marks for knowledge and understanding based on</p> <ul style="list-style-type: none"> • the breadth of knowledge covered • the level of detail and description of these points • the accuracy of descriptions and explanations • how these points are developed, taking into account the use of exemplification and the levels of explanations provided. <p>Award up to a maximum of 8 marks for knowledge and understanding.</p>	12	<p>Knowledge and understanding Award marks where candidates refer to the following aspects of the question.</p> <p>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"> • allows government to be in the hands of those with expert knowledge • ordinary citizens don't have to be directly involved • voters choose representatives to make decisions on their behalf • more practical than direct democracy. <p>Award marks for any other relevant points.</p> <p>Candidates must refer to the works of appropriate theorists to gain full marks; otherwise award no more than 8 marks.</p> <p>Possible responses The following response would be awarded 1 mark as it contains one aspect with some description. (1 mark)</p> <p><i>Under representative democracy, there is no expectation that citizens should participate in direct political decision-making such as making laws. Representatives are chosen by voters to make decisions on their behalf and voters can then remove them at a future election if their performance is not seen as satisfactory.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>The following response would be awarded 2 marks as it contains one aspect with detailed description. (2 marks)</p> <p><i>Under representative democracy, there is no expectation that citizens should participate in direct political decision-making such as making laws. Representatives are chosen by voters to make decisions on their behalf and voters can then remove them at a future election if their performance is not seen as satisfactory. Voters' representatives are given a mandate to act on behalf of the electorate and they receive their authority from this mandate to act. Therefore, popular control of the government is ensured through regular elections whilst voters do not have to actively participate in decision-making.</i></p> <p>The following response would be awarded 3 marks as it contains one aspect with detailed description (2 marks) and development with exemplification. (1 mark)</p> <p><i>Under representative democracy, there is no expectation that citizens should participate in direct political decision-making such as making laws. Representatives are chosen by voters to make decisions on their behalf and voters can then remove them at a future election if their performance is not seen as satisfactory. Voters' representatives are given a mandate to act on behalf of the electorate and they receive their authority from this mandate to act. Therefore, popular control of the government is ensured through regular elections whilst voters do not have to actively participate in decision-making. For example, the Labour Party fought the UK general election of 1997 on key policies such as public services investment, minimum wage and devolution. Therefore, when the electorate put Labour into power, these policies were implemented and Labour were returned to power again in the 2001 general election.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Analysis Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example, of an idea, theory, argument) and clearly shows at least one of the following</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. 		<p>Analysis Award up to 2 marks for comments that analyse the key features of representative democracy. To gain 4 marks candidates must make detailed analytical comments on at least two of the aspects of the question, otherwise award a maximum of 3 marks.</p> <p>The following response would be awarded 1 mark as it is a straightforward analytical comment. (1 mark)</p> <p><i>When compared to direct democracy, one of representative democracy's key strengths is the fact that decision-making is placed in the hands of those with expertise. Therefore, the result should be a better system of decision-making.</i></p> <p>The following response would be awarded 2 marks as it is a detailed and analytical comment with supporting evidence provided. (2 marks)</p> <p><i>When compared to direct democracy, one of representative democracy's key strengths is the fact that decision-making is placed in the hands of those with expertise. Therefore, the result should be a better system of decision-making. However, it has been argued that because of this, too much power could be given to self-serving politicians who do not act in the interests of the electorate but rather in their own interests. For example, US politicians have been accused of serving powerful corporate interests in order to raise funds for their election campaigns and this had led to accusations that it enables rich businessmen to effectively buy politicians.</i></p>

Question		General marking instructions	Max mark	Specific marking instructions for this question
		<p>Award up to a maximum of 4 marks for analysis.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of marks, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p> <p>For full marks, candidates must make analytical comments on all aspects of the issue identified in the question.</p>		

Section 2 – Political systems

Question		General marking instructions	Max mark	Specific marking instructions for this question
2.	(a)	<p>Candidates must demonstrate knowledge and understanding of key features of two political systems, as appropriate to the question, and any links between them.</p> <p>Knowledge and understanding Award marks for knowledge and understanding based on</p> <ul style="list-style-type: none"> • the breadth of knowledge covered • the level of detail and description of these points • the accuracy of descriptions and explanations • how these points are developed, taking into account the use of exemplification and the levels of explanations provided. <p>Award up to a maximum of 8 marks for knowledge and understanding.</p>	20	<p>Knowledge and understanding Award marks where candidates refer to the following aspects of the question;</p> <p>For example, if a candidate chooses the UK and USA</p> <ul style="list-style-type: none"> • sources of the constitution (that is for UK – statute law, common law, conventions, works of authority, EU treaties etc) • key constitutional principles (that is federalism, separation of powers, parliamentary supremacy, unitary state etc) • codified and uncodified constitutions • flexibility and process of amendment • role and influence of the judiciary in interpreting the constitution. <p>Award marks for any other relevant points.</p> <p>Candidates must address both parts of the statement; otherwise award no more than 13 marks.</p> <p>Possible responses The following response would be awarded 1 mark as it contains one aspect with some description. (1 mark)</p> <p><i>Both the UK and the USA have constitutions which outline the rights of citizens and the way the Government should be run. The UK constitution is uncodified, has evolved over time and is not written down in a single document, whereas the Constitution in the USA is codified and contained within a single document.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>The following response would be awarded 2 marks as it contains one aspect with detailed description. (2 marks)</p> <p><i>Both the UK and the USA have constitutions which outline the rights of citizens and the way the Government should be run. The UK constitution is uncodified, has evolved over time and is not written down in a single document, whereas the Constitution in the USA is codified and contained within a single document. In the UK, the constitution is derived from a number of sources such as statute law, common law, conventions and works of authority. In the USA, the Constitution was ratified in 1789 and is based on key ideas such as limited government, freedom and rights.</i></p> <p>The following response would be awarded 4 marks as it contains one aspect with detailed description (2 marks) and a high degree of development based on highly relevant exemplification and detailed explanations. (2 marks)</p> <p><i>Both the UK and the USA have constitutions which outline the rights of citizens and the way the Government should be run. The UK constitution is uncodified, has evolved over time and is not written down in a single document, whereas the Constitution in the USA is codified and contained within a single document. In the UK, the constitution is derived from a number of sources such as statute law, common law, conventions, and works of authority. A number of freedoms are derived from specific pieces of legislation, for example the Habeas Corpus Act. The UK constitution is also currently subject to European Law, although there is some uncertainty about what will happen in this area, post-Brexit.</i></p> <p><i>In the USA, the Constitution was ratified in 1789 and is based on key ideas such as limited government, freedom and rights. A number of key rights are enshrined in the US Constitution, the most significant are included in the Bill of Rights. For example, freedom of speech, assembly and religion are all enshrined in the first amendment.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Analysis Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example, of an idea, theory, argument) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p>	6	<p>Analysis Award up to 6 marks for answers that provide a high degree of analytical commentary, for example;</p> <p>The following response would be awarded 1 mark as it is a straightforward analytical statement. (1 mark)</p> <p><i>As a result of being codified there is a very clear process for making changes to the US Constitution. This process means that it is quite difficult to amend the US Constitution. However, it is much easier to make changes to the UK constitution. Any Act of Parliament will change the UK constitution.</i></p> <p>The following response would be awarded 2 marks due to additional justification and supporting evidence. (2 marks)</p> <p><i>As a result of being codified there is a very clear process for making changes to the US Constitution. This process means that it is quite difficult to amend the US Constitution. There have only been 27 successful amendments out of around 11,000 proposed amendments. However, it is much easier to make changes to the UK constitution. Any Act of Parliament can change the UK constitution. The UK moved quickly after the Dunblane shootings in 1996 to ban handguns, on the other hand, due to their constitutional position on guns, this is not possible in the US and it is unlikely that any gun control legislation would be enacted as a result.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Conclusion(s) Candidates must reach a conclusion(s), make a judgement(s) or evaluative comment(s) about the issue in the question.</p> <p>Evaluation involves making judgements and/or drawing conclusions on</p> <ul style="list-style-type: none"> • the extent to which a view is supported by the evidence • the relative importance of factors • counter-arguments, including possible alternative interpretations • the overall impact/significance of the factors when taken together. <p>Although some candidates may offer a summative conclusion, many candidates develop detailed conclusions throughout their answers and you should award marks to these accordingly.</p>		<p>Conclusion Award up to 4 marks for a conclusion(s) based on the candidate's attempts to address the issue framed in the question. Candidates must also provide an evaluation/judgement of the issue addressed in the question.</p> <p>The following response would be awarded 1 mark as it provides a straightforward conclusion which attempts to deal with the central issue as identified by the question. (1 mark)</p> <p><i>In conclusion, there is a significant difference between the importance of the constitutions of the USA and the UK. The US Constitution is viewed as supreme whereas in the UK, parliament is supreme.</i></p> <p>The following response would be awarded 2 marks as it provides a straightforward conclusion which deals with the central issue and also attempts to evaluate the statement in the question. (2 marks)</p> <p><i>In conclusion, there is a significant difference between the importance of the constitutions of the USA and the UK. The US Constitution is viewed as supreme whereas in the UK, parliament is supreme. As a result, parliament can make changes to the constitutional arrangements by passing legislation. In the US, legislation is limited by the constraints of the Constitution. Therefore, the US Constitution is more important.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Structure Award up to 2 marks for the structure of the essay as well as the development of a line of argument throughout the candidate's response.</p>		<p>The following response would be awarded 4 marks as it provides a developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question. (4 marks)</p> <p><i>In conclusion, there is a significant difference between the importance of the constitutions of the USA and the UK. The US Constitution is viewed as supreme whereas in the UK, parliament is supreme. As a result, parliament can make changes to the constitutional arrangements by passing legislation. In the US, legislation is limited by the constraints of the Constitution. Although the functions they perform can be considered to be similar, there continues to be great differences between the two constitutions in areas such as flexibility and the process of amending the constitution. The US Constitution is also based on different principles than the UK constitution. For example, the US is a federal state whereas the UK is a unitary state. A significant difference between the two political systems is the power of the judiciary. In the US, the judiciary can overturn legislation passed by Congress through its power of judicial review. In the UK, the courts do not have the ability to strike down legislation passed by parliament. As a result it can be argued that the US Constitution has a much more important position. Consequently it is the case that both the key features and the importance of the Constitution in the USA is quite different to that in the UK.</i></p> <p>Structure Award up to 2 marks for structure as well as development of a line of argument throughout the candidate's response.</p> <p>For example, award high marks to answers which define the central issues(s) in the introduction, and have a clear structure with a developed line of argument. Award low or 0 marks to answers which do not explicitly identify or address the key issue in the question, or which are poorly-structured, jumping between different parts of the question and therefore failing to develop a coherent line of argument.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
(b)	<p>Candidates must demonstrate knowledge and understanding of key features of two political systems, as appropriate to the question, and any links between them.</p> <p>Knowledge and understanding Award marks for knowledge and understanding based on</p> <ul style="list-style-type: none"> • the breadth of knowledge covered • the level of detail and description of these points • the accuracy of descriptions and explanations • how these points are developed, taking into account the use of exemplification and the levels of explanations provided. <p>Award up to a maximum of 8 marks for knowledge and understanding.</p>	20	<p>Knowledge and understanding Award marks where candidates refer to the following aspects of the question;</p> <p>For example, if a candidate chooses UK and the USA</p> <ul style="list-style-type: none"> • the extent of government control of parliament and the impact of party discipline in the UK • the separation of powers and the autonomy of representatives in Congress • the role of parliamentary committees in scrutinising the actions of government in the UK and congressional committees in the USA • parliamentary procedures such as adjournment debates in the UK, ten-minute rule bills, parliamentary consideration of opposition motions and Question Time • the role of the House of Lords in the UK • Senate approval in the USA. <p>Award marks for any other relevant points.</p> <p>Possible responses The following response would be awarded 1 mark as it contains one aspect with some description. (1 mark)</p> <p><i>In the UK, Prime Minister’s Question Time offers an opportunity for MPs to regularly challenge the Government on its actions and policies. In the USA, as a result of the separation of powers, they do not have a question time but they can compel members of the Administration to attend highly publicised congressional hearings.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>The following response would be awarded 2 marks as it contains one aspect with detailed description. (2 marks)</p> <p><i>In the UK, Prime Minister’s Question Time offers an opportunity for MPs to regularly challenge the Government on its actions and policies. This happens every Wednesday at 12:00 pm. It is known for being quite theatrical and dramatic where the opposition try and catch the Prime Minister out, so that they struggle to answer the questions.</i></p> <p><i>In the USA, as a result of the separation of powers, they do not have a question time but they can compel members of the Administration to attend highly publicised congressional hearings. Members of the executive branch can be compelled to answer questions under oath.</i></p> <p>The following response would be awarded up to 4 marks as it contains one aspect with detailed description (2 marks) and a high degree of development based on highly relevant exemplification and detailed explanations. (2 marks)</p> <p><i>In the UK, Prime Minister’s Question Time offers an opportunity for MPs to regularly challenge the Government on its actions and policies. This happens every Wednesday at 12:00 pm. It is known for being quite theatrical and dramatic where the opposition try and catch the Prime Minister out, so that they struggle to answer the questions.</i></p> <p><i>A recent example would be Jeremy Corbyn tackling Theresa May on the issue of Brexit. He took this opportunity to question the Prime Minister on the lack of progress in the Brexit negotiations and the splits within the Cabinet on this issue.</i></p> <p><i>In the USA, as a result of the separation of powers, they do not have a question time but they can compel members of the Administration to attend highly publicised congressional hearings. Members of the executive branch can be compelled to answer questions under oath. For example, when Hillary Clinton was secretary of state she appeared a number of times before congressional committees to answer questions on the Benghazi attacks. This enabled members of the House of Representatives to find out about the actions and responses of the state department to the attacks that took place on that night.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Analysis Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example, of an idea, theory, argument) and clearly shows at least one of the following</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Analysis Award up to 6 marks for answers that provide a high degree of analytical commentary, for example;</p> <p>The following response would be awarded 1 mark as it is a straightforward analytical statement. (1 mark)</p> <p><i>In both the UK and the USA committees can scrutinise the work of the executive, however there are marked differences between the two. One key difference is that congressional committees in the USA have bigger budgets and more staff compared to the committees in the UK which means they have more resources to carry out investigations.</i></p> <p>The following response would be awarded 2 marks due to additional justification and supporting evidence. (2 marks)</p> <p><i>In both the UK and the USA committees can scrutinise the work of the executive, however there are marked differences between the two. One key difference is that congressional committees in the USA have bigger budgets and more staff compared to the committees in the UK which means they have more resources to carry out investigations. The congressional investigations into the Benghazi attacks cost almost \$30 million and took nearly 800 days to complete. UK parliamentary committees would not have access to this level of funding and resources and critics have claimed this limits their ability to carry out effective scrutiny.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Conclusion(s) Candidates must reach a conclusion(s), make a judgment(s) or evaluative comment(s) about the issue in the question.</p> <p>Evaluation involves making judgments and/or drawing conclusions on</p> <ul style="list-style-type: none"> • the extent to which a view is supported by the evidence • the relative importance of factors • counter-arguments, including possible alternative interpretations • the overall impact/significance of the factors when taken together. <p>Although some candidates may offer a summative conclusion, many candidates will develop detailed conclusions throughout their answers and you should award marks to these accordingly.</p>		<p>Conclusion Award up to 4 marks for a conclusion(s) based on the candidate's attempts to address the issue framed in the question. Candidates must also provide an evaluation/judgement of the issue addressed in the question.</p> <p>The following response would be awarded 1 mark as it provides a straightforward conclusion which attempts to deal with the central issue as identified by the question. (1 mark)</p> <p><i>In conclusion, the executive is scrutinised more effectively by the legislature in the US than in the UK.</i></p> <p>The following response would be awarded 2 marks as it provides a straightforward conclusion which deals with the central issue and also attempts to evaluate the statement in the question. (2 marks)</p> <p><i>In conclusion, the executive is scrutinised more effectively by the legislature in the US than in the UK. In the UK, there are very limited opportunities and resources for parliamentary scrutiny whereas in the USA, the system of checks and balances and the separation of powers ensure that one of the key roles of Congress is to effectively scrutinise the executive.</i></p> <p>The following response would be awarded 4 marks as it provides a developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question. (4 marks)</p> <p><i>In conclusion, the executive is scrutinised more effectively by the legislature in the US than in the UK. In the UK, there are very limited opportunities for parliamentary scrutiny whereas in the USA, the system of checks and balances and the separation of powers ensure that one of the key roles of Congress is to effectively scrutinise the executive. In the UK, the Prime Minister can usually depend on a greater level of party loyalty and for their MPs to 'toe the party line', whereas the US President does not have the same level of control due to the separation of powers. Arguably, US politicians can be seen to be more independent and less likely to be influenced by party loyalty than those in the UK.</i></p>

Question			General marking instructions	Max mark	Specific marking instructions for this question
			<p>Structure Award up to a 2 marks for the structure of the essay as well as the development of a line of argument throughout the candidate's response.</p>		<p><i>There are also noticeable differences such as the disparity between the UK and the USA in relation to issues like budgets and staffing, ultimately meaning that congressional committees could be considered to be more effective when scrutinising the work of the executive.</i></p> <p>Structure Award up to 2 marks for structure as well as development of a line of argument throughout the candidate's response.</p> <p>For example, award high marks to answers which define the central issues(s) in the introduction, and have a clear structure with a developed line of argument. Award low or 0 marks to answers which do not explicitly identify or address the key issue in the question, or which are poorly-structured, jumping between different parts of the question and therefore failing to develop a coherent line of argument.</p>

Section 3 – Political parties and elections

Question		General marking instructions	Max mark	Specific marking instructions for this question
3.	(a)	<p>Candidates must demonstrate knowledge and understanding of political parties and factors affecting their electoral performance.</p> <p>Knowledge and understanding Award marks for knowledge and understanding based on</p> <ul style="list-style-type: none"> • the breadth of knowledge covered • the level of detail and description of these points • the accuracy of descriptions and explanations • how these points are developed, taking into account the use of exemplification and the levels of explanations provided. <p>Award up to a maximum of 8 marks for knowledge and understanding.</p>	20	<p>Knowledge and understanding Award marks where candidates refer to the following aspects of the question</p> <ul style="list-style-type: none"> • the rational choice model: self-interest and consumer voting • issue voting • party leadership • campaigns • competence and reputation of political parties • sociological model and the role of social class in influencing voting behaviour • other socio-economic factors such as age, gender, region • party identification model. <p>Award marks for any other relevant points.</p> <p>Candidates must address all three aspects of the mandatory content for voting behaviour to gain full marks; otherwise award no more than 13 marks.</p> <p>Possible responses The following response would be awarded 1 mark as it contains one aspect with some description. (1 mark)</p> <p><i>The rational choice model of voting is about voting according to self-interest. This model views voters as consumers who will make a political choice based on which party will benefit them the most. This theory of voting behaviour focuses more on short-term factors.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>The following response would be awarded 2 marks as it contains one aspect with detailed description. (2 marks)</p> <p><i>The rational choice model of voting is about voting according to self-interest. This model views voters as consumers who will make a political choice based on which party will benefit them the most. This theory of voting behaviour focuses more on short-term factors. The rational choice model tends to be more prevalent in countries where the electorate are more educated and have access to a wide range of media outlets. Some psephologists argue that those who adhere to the rational choice model are more knowledgeable of the issues and less likely to be influenced by family or other social networks.</i></p> <p>The following response would be awarded 4 marks as it contains one aspect with detailed description (2 marks) and a high degree of development based on highly relevant exemplification and detailed explanations. (2 marks)</p> <p><i>The rational choice model of voting is about voting according to self-interest. This model views voters as consumers who will make a political choice based on which party will benefit them the most. This theory of voting behaviour focuses more on short-term factors. The rational choice model tends to be more prevalent in countries where the electorate are more educated and have access to a wide range of media outlets. Some psephologists argue that those who adhere to the rational choice model are more knowledgeable of the issues and less likely to be influenced by family or other social networks.</i></p> <p><i>This model is based on the idea that people will vote for who is most likely to make them better off. The state of the economy is one of the most important factors when looking at the rational choice model. The economy is a short-term factor as it changes from election to election. If the economy is doing well, it would be rational to vote for the party who is in charge when the economy is doing well. Politicians have used this to their advantage. Both Gordon Brown and Tony Blair were accused of making a pre-election boom. If people have more money in their pockets and businesses are confident in the government keeping employment steady then people are more likely to vote for the incumbent to keep the economy going well.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Analysis Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example, of an idea, theory, argument) and clearly shows at least one of the following</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, you may award as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Analysis Award up to 6 marks for answers that provide a high degree of analytical commentary, for example;</p> <p>The following response would be awarded 1 mark as it is a straightforward analytical statement. (1 mark)</p> <p><i>The rational choice model means that voters have preferences as to what policies they want. These may be the policies that appeal to them personally or policies they believe in strongly. This interpretation of voting behaviour is in direct contrast to the sociological interpretation of voting behaviour, which is summed up by the famous quote ‘Class is the basis of British party politics; all else is embellishment and detail.’</i></p> <p>The following response would be awarded 2 marks due to additional justification and supporting evidence. (2 marks)</p> <p><i>The rational choice model means that voters have preferences as to what policies they want. These may be the policies that appeal to them personally or policies they believe in strongly. The American political scientist, Anthony Downs, in the 1950s described voters as making the same sorts of decisions as consumers do when they decide which product to buy. Voters have preferences as to what policies they want. These may be the policies that appeal to them personally or policies they believe in strongly such as the importance of free health care. This interpretation of voting behaviour is in direct contrast to the sociological interpretation by his contemporary Peter Pulzer. Pulzer’s interpretation of voting behaviour is based solely on social class. Whilst he acknowledged that other factors existed he did not put any value on these other factors. This is summed up by his famous quote ‘Class is the basis of British party politics; all else is embellishment and detail.’</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Conclusion(s) Candidates must reach a conclusion(s), make a judgement(s) or evaluative comment(s) about the issue in the question.</p> <p>Evaluation involves making judgements and/or drawing conclusions on</p> <ul style="list-style-type: none"> • the extent to which a view is supported by the evidence • the relative importance of factors • counter-arguments, including possible alternative interpretations • the overall impact/significance of the factors when taken together. <p>Although some candidates may offer a summative conclusion, many candidates develop detailed conclusions throughout their answers and you should award marks to these accordingly.</p>		<p>Conclusion Award up to 4 marks for a conclusion(s) based on the candidate's attempts to address the issue framed in the question. Candidates must also provide an evaluation/judgement of the issue addressed in the question.</p> <p>The following response would be awarded 1 mark as it provides a straightforward conclusion which attempts to deal with the central issue as identified by the question. (1 mark)</p> <p><i>In conclusion, compared to the other theories, the rational choice theory of voting behaviour is important in explaining voting behaviour in recent elections.</i></p> <p>The following response would be awarded 2 marks as it provides a straightforward conclusion which deals with the central issue and also attempts to evaluate the statement in the question. (2 marks)</p> <p><i>In conclusion, compared to the other theories, the rational choice theory of voting behaviour is important in explaining voting behaviour in recent elections. In elections pre-1970's the sociological model was dominant but it has declined in importance. Party identification is also less relevant as there has been a decline in the long-term attachment voters have to a political party. This means that the rational choice model is now the most relevant.</i></p> <p>The following response would be awarded 4 marks as it provides a developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question. (4 marks)</p> <p><i>In conclusion, compared to the other theories, the rational choice theory of voting behaviour is important in explaining voting behaviour in recent elections. In elections pre-1970's the sociological model was dominant but it has declined in importance specifically due to class dealignment and the electorates' increase in political literacy. Party identification is also less relevant as there has been a decline in the long-term attachment voters have to a political party. This means that the rational choice model is now the most relevant.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Structure Award up to 2 marks for the structure of the essay as well as the development of a line of argument throughout the candidate's response.</p>		<p><i>This could be due to an increase in political knowledge with the availability of the internet. This has been compounded by class dealignment which has weakened the link between social class and voting behaviour. Voters are much more volatile than previously and are much less likely to be attached to a political party. This means there is an increase in the number of floating voters. These voters, as they are less likely to be attached to a party, may be much more likely to be influenced by short-term factors such as the effectiveness of a party's campaign, the significance of key policies or the perception of a party's leader. For example, in the 2017 general election there were significant changes in support for the main parties during the campaign and this was attributed to the effectiveness of Labour's campaign, the poor reaction to Conservative manifesto policies such as social care and improving perceptions of Jeremy Corbyn's leadership.</i></p> <p>Structure Award up to 2 marks for structure as well as development of a line of argument throughout the candidate's response.</p> <p>For example, award high marks to answers which define the central issues(s) in the introduction, and have a clear structure with a developed line of argument. Award low or 0 marks to answers which do not explicitly identify or address the key issue in the question, or which are poorly-structured, jumping between different parts of the question and therefore failing to develop a coherent line of argument.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
(b)	<p>Candidates must demonstrate knowledge and understanding of political parties and factors affecting their electoral performance.</p> <p>Knowledge and understanding Award marks for knowledge and understanding based on</p> <ul style="list-style-type: none"> • the breadth of knowledge covered • the level of detail and description of these points • the accuracy of descriptions and explanations • how these points are developed, taking into account the use of exemplification and the levels of explanations provided. <p>Award up to a maximum of 8 marks for knowledge and understanding.</p>	20	<p>Knowledge and understanding Award marks where candidates refer to the following aspects of the question</p> <ul style="list-style-type: none"> • traditional grassroots campaigning such as canvassing and leafleting • ground work and mobilising local turnout • the work of local parties and volunteers • the use of new technology such as the use of social media (Facebook, Twitter etc) • voter databases and mobile apps • video sharing platforms and online advertising • impact of these strategies on electoral performance of parties through factors such as affecting turnout and targeting specific categories of voters, for example young voters, mobilising supporters, fundraising, efficient allocation of resources and levels of support. <p>Award marks for any other relevant points.</p> <p>Possible responses The following response would be awarded 1 mark as it contains one aspect with some description. (1 mark)</p> <p><i>Political parties try to improve support by distributing campaign information via campaign leafleting. They may also use new technology to get the electorate to vote for them by communicating with them through social media.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>The following response would be awarded 2 marks as it contains one aspect with detailed description. (2 marks)</p> <p><i>At the grassroots level, political parties try to improve support by distributing campaign information via campaign leafleting. Most political parties deliver leaflets containing information on their manifestos, designed to inform voters of key themes of the party's campaign. They may also use new technology to get the electorate to vote for them by communicating with them through social media. Most political parties send political Facebook adverts to voters to promote their policies and attempt to rally their support.</i></p> <p>The following response would be awarded up to 4 marks as it contains one aspect with detailed description (2 marks) and a high degree of development based on highly relevant exemplification and detailed explanations. (2 marks)</p> <p><i>At the grassroots level, political parties try to improve support by distributing campaign information via campaign leafleting. Most political parties deliver leaflets containing information on their manifestos, designed to inform voters of key themes of the party's campaign. In the 2015 general election spending on mailshots and market research from all political parties was £22.1 million; this was an increase from £12.3 million in 2005. In Northern Ireland, spending on unsolicited election materials such as leaflets was the second highest category of election spending with almost £120,000 being spent on leaflets in 2015. They may also use leaflets to try and make a connection with the electorate as the candidate will come across as a human rather than a career politician and people are more likely to vote for a candidate that seems like a normal person. This was seen with both the Lib Dems' Duncan Hames and UKIP's Mark Reckless whose election leaflets contained the candidates' wives and children prominently.</i></p> <p><i>Political parties try to get the electorate to vote for them by communicating with them through social media. Most political parties send political Facebook adverts to voters to promote their policies and attempt to rally their support. During the 2015 election, the UK's political parties spent about £1.6 million on ads and other media that ran online. The majority of that cash, £1.3 million, was paid to Facebook increasing the number of followers that party leaders and party accounts were reaching, allowing them to engage with and energise voters.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Analysis Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example, of an idea, theory, argument) and clearly shows at least one of the following</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, you may award as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Analysis Award up to 6 marks for answers that provide a high degree of analytical commentary for example;</p> <p>The following response would be awarded 1 mark as it is a straightforward analytical statement. (1 mark)</p> <p><i>It could be argued that the use of leaflets can still be important at a local level as it allows parties to tailor a message to a geographical area. However, social media also allows messages to be tailored to specific groups of voters within these areas and this suggests social media will have a greater impact on support.</i></p> <p>The following response would be awarded 2 marks due to additional justification and supporting evidence. (2 marks)</p> <p><i>It could be argued that the use of leaflets can still be important at a local level as it allows parties to tailor a message to a geographical area. However, social media also allows messages to be tailored to specific groups of voters within these areas and this suggests social media will have a greater impact on support. For example, the Facebook strategy of promoting Jeremy Corbyn and his policies successfully targeted and engaged younger voters who had not voted in a general election in such large numbers since 1992. This was widely seen to be a significant factor in Labour's unexpectedly good performance in 2017.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Conclusion(s) Candidates must reach a conclusion(s), make a judgement(s) or evaluative comment(s) about the issue in the question.</p> <p>Evaluation involves making judgements and/or drawing conclusions on</p> <ul style="list-style-type: none"> • the extent to which a view is supported by the evidence • the relative importance of factors • counter-arguments, including possible alternative interpretations • the overall impact/significance of the factors when taken together. <p>Although some candidates may offer a summative conclusion, many candidates develop detailed conclusions throughout their answers and you should award marks to these accordingly.</p>		<p>Conclusion Award up to 4 marks for a conclusion(s) based on the candidate's attempts to address the issue framed in the question. Candidates must also provide an evaluation/judgement of the issue addressed in the question.</p> <p>The following response would be awarded 1 mark as it provides a straightforward conclusion which attempts to deal with the central issue as identified by the question. (1 mark)</p> <p><i>In conclusion, while during an election campaign both traditional campaign strategies and new technologies have an impact on the electoral performance of political parties, it is the latter that has the much greater impact.</i></p> <p>The following response would be awarded 2 marks as it provides a straightforward conclusion which deals with the central issue and also attempts to evaluate the statement in the question. (2 marks)</p> <p><i>In conclusion, while during an election campaign both traditional campaign strategies and new technologies have an impact on the electoral performance of political parties, it is the latter that has the much greater impact. Traditional strategies can provide ways to disseminate information but new technology can additionally target this information.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Structure Award up to 2 marks for the structure of the essay as well as the development of a line of argument throughout the candidate's response.</p>		<p>The following response would be awarded 4 marks as it provides a developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question. (4 marks)</p> <p><i>In conclusion, while during an election campaign both traditional grassroots campaign strategies and new technologies have an impact on the electoral performance of political parties, it is the latter that has the much greater impact. Traditional strategies can provide ways to disseminate information but new technology can additionally target this information. Local support can be affected by grassroots campaigning. In the past, the Liberal Democrats have been seen to be particularly effective in by-elections by successfully using traditional grassroots campaigning strategies. In addition, the Conservatives targeted a number of marginal constituencies in 2015 by bussing in party activists to improve turnout and bolster support. However, there are limits to doing this nationally at a general election. Increasingly, new technology is being seen by parties as having a significant impact on the outcome of the election. For example, by speaking directly to voters through Facebook, Labour was able to neutralise negative mainstream media coverage in 2017. By building up followers and interest online and using these to promote its policies, Labour was able to bypass a predominantly hostile press. In cities with large student populations such as Canterbury, Labour returned its first-ever MP. As well as the benefits of additional support, new technology has also allowed parties to raise funds for their national campaigns via online donations. As new technology allows parties to target their message this mean they can also more efficiently allocate limited resources which may not be possible by using more traditional grassroots methods.</i></p> <p>Structure Award up to 2 marks for structure as well as development of a line of argument throughout the candidate's response.</p> <p>For example, award high marks to answers which define the central issues(s) in the introduction, and have a clear structure with a developed line of argument. Award low or 0 marks to answers which do not explicitly identify or address the key issue in the question, or which are poorly-structured, jumping between different parts of the question and therefore failing to develop a coherent line of argument.</p>

[END OF MARKING INSTRUCTIONS]



National
Qualifications
2019

2019 Politics

Higher Paper 2

Finalised Marking Instructions

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General marking principles for Higher Politics

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

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) Marking must be consistent. Never make a hasty judgement on a response based on length, quality of handwriting or a confused start.
- (d) Use the full range of marks available for each question.
- (e) The detailed marking instructions are not an exhaustive list. Award marks for other relevant points.

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

- To what extent . . . [20-mark information-handling question]
- Compare . . . [8-mark information-handling question]

Source-based compare question that assesses information-handling skills (8 marks)

- Candidates will have two sources at an appropriate SCQF level
- Credit candidates who synthesis information between sources
- For full marks candidates must refer to both sources in their answer

Source-based interpreting electoral data question that assesses information-handling skills (20 marks)

- Candidates will have up to seven sources at an appropriate SCQF level
- Credit candidates who synthesis information both within and between sources
- For full marks candidates must refer to all sources in their answer

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

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

General marking guidelines for source-based question (interpretation of electoral data) – 20 marks

		1 mark	2 marks	3 marks
Interpretation of data linked to the first part of the viewpoint	Component 1	One aspect of data is interpreted accurately and linked to the first component of this part of the viewpoint.	All relevant aspects of data are interpreted accurately and linked to the first component of this part of the viewpoint.	In addition, all identified aspects of data are synthesised to provide a commentary linked to this component.
	Component 2	One aspect of data is interpreted accurately and linked to the second component of this part of the viewpoint.	All relevant aspects of data are interpreted accurately and linked to the second component of this part of the viewpoint.	In addition, all identified aspects of data are synthesised to provide a commentary linked to this component.
Interpretation of data linked to the second part of the viewpoint	Component 1	One aspect of data is interpreted accurately and linked to the first component of this part of the viewpoint.	All relevant aspects of data are interpreted accurately and linked to the first component of this part of the viewpoint.	In addition, all identified aspects of data are synthesised to provide a commentary linked to this component.
	Component 2	One aspect of data is interpreted accurately and linked to the second component of this part of the viewpoint.	All relevant aspects of data are interpreted accurately and linked to the second component of this part of the viewpoint.	In addition, all identified aspects of data are synthesised to provide a commentary linked to this component.
	Component 3	One aspect of data is interpreted accurately and linked to the third component of this part of the viewpoint.	All relevant aspects of data are interpreted accurately and linked to the third component of this part of the viewpoint.	In addition, all identified aspects of data are synthesised to provide a commentary linked to this component.
Evaluation of extent of validity of the viewpoint	Evaluation of first part of the viewpoint	An overall evaluative comment is made on the validity of one component of the first part of the viewpoint with supporting justification.	An overall comment is made on the validity of both components of the first part of the viewpoint with supporting justifications.	
	Evaluation of the second part of the viewpoint	An overall evaluative comment is made on the validity of one component of the second part of the viewpoint with supporting justification.	An overall evaluative comment is made on the validity of two components of the second part of the viewpoint with supporting justifications.	An overall evaluative comment is made on the validity of all components of the second part of the viewpoint with supporting justifications.

Marking instructions for each question

Question	General marking instructions	Max mark	Specific marking instructions for this question
1.	<p>Candidates must demonstrate they can make accurate comparisons and draw valid conclusions.</p> <p>For full marks, candidates must refer to all sources and also say to what extent the evidence supports the viewpoint.</p>	8	<p>Award marks where candidates refer to the following aspects of the question.</p> <p>Source A</p> <ul style="list-style-type: none"> • Hobbes articulates that human nature is evil and that only an unlimited and sovereign monarch can maintain order against our inherent tendency to evil • Hobbes used the idea of society before the establishment of governmental authority. He called this the state of nature. He argued that life in this state of nature would be ‘solitary, poor, nasty, brutish and short’. Hobbes argued that the only way out of this position, would be for people to accept some dominant power to enforce peace and order on everybody • Hobbes argued that there was a stark choice facing society, either accept the unlimited rule and power of the state or face chaos and war. The people would agree to accept the unquestioned rule of a sovereign state. <p>Source B</p> <ul style="list-style-type: none"> • Locke trusts in the goodness of human nature. For Locke, man was a social animal but he accepted that disputes could arise and therefore a state with limited powers would be required to resolve these • Locke felt that humans could live peacefully in a state of nature and were governed by ‘natural law’ and that all humans were entitled to the god-given natural rights to life, liberty and property. Locke did however acknowledge that there was a risk of conflict where there was unlimited freedom and that some might try to limit the rights of others. As a result there would need to be an arbiter to ensure that the rights of citizens could not be encroached by others • for Locke the social contract existed between the individual and the state as long as the state protected the natural rights of life, liberty and property. This was the extent of the obligation to obey the government. Where the state failed to do so Locke argued that individuals had the right to remove and replace the system of government and laws. <p>Award marks for any other relevant comparisons.</p>

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	<p>Analysis</p> <p>Comparisons involve</p> <ul style="list-style-type: none"> • identifying areas of differences • identifying areas of similarity • making evaluative comments on the extent of these differences/ similarities. <p>For full marks, candidates must use both sources and make three points of comparison.</p> <p>Award up to 2 marks for each accurate point of comparison and analytical comment.</p> <p>Award up to a maximum of 6 marks for accurate comparisons with associated analysis.</p> <p>Award up to 2 marks for an overall conclusion.</p>		<p>Analysis</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 in the conclusion to their answer – award marks for both approaches.</p> <p>The following response would be awarded 1 mark as it identifies one point of comparison from two sources. (1 mark)</p> <p><i>Hobbes articulates that human nature is evil and that only an unlimited and sovereign monarch can maintain order against our inherent tendency to evil. Locke trusts in the goodness of human nature. For Locke, man was a social animal but he accepted that disputes could arise and therefore a state with limited powers would be required to resolve these.</i></p> <p>The following response would be awarded 2 marks as it identifies one point of comparison from two sources (1 mark) and makes a relevant analytical comment. (1 mark)</p> <p><i>Hobbes articulates that human nature is evil and that only an unlimited and sovereign monarch can maintain order against our inherent tendency to evil. Locke trusts in the goodness of human nature. For Locke, man was a social animal but he accepted that disputes could arise and therefore a state with limited powers would be required to resolve these.</i></p> <p><i>Hobbes and Locke therefore have very different views on human nature. Hobbes believed an unlimited state was needed, alternatively Locke believed a state with limited powers was required.</i></p> <p>The following response would be awarded 1 mark as it makes a straightforward overall conclusion. (1 mark)</p>

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			<p><i>Overall, Hobbes and Locke have quite different views on the proper role of the state.</i></p> <p>The following response would be awarded 2 marks as it makes a detailed overall conclusion. (2 marks)</p> <p><i>Overall, Hobbes and Locke have quite different views on the proper role of the state.</i></p> <p><i>Hobbes thinks that we must accept an all-powerful and unlimited state to provide order. On the other hand Locke argues that the role of the state should be limited to protecting basic rights and should be based on the consent of the people.</i></p>

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2.		<p>Candidates must demonstrate that they can interpret and evaluate electoral data.</p> <p>For full marks, candidates must refer to all sources and also say to what extent the data supports the statement made.</p> <p>Analysis/evaluation Award up to 3 marks for answers that correctly interpret electoral data that links to an individual component of the viewpoint.</p>	20	<p>Award marks where candidates refer to the following aspects of the question.</p> <p>Interpretation of data</p> <p>First part of the viewpoint – the performance of Democrats and Republicans</p> <p>Component 1 'The Democrats clearly won the 2012 elections by convincingly defeating the Republicans at every level....'</p> <p>Award 1 mark if candidate only addresses one aspect of data, award 2 marks if they address all three aspects of data.</p> <p>Aspect 1 (presidential level) – Source A: the Democrat candidate easily won the Presidential election with 332 to 206 electoral college votes. Obama won with over 50% of the votes compared to Mitt Romney's 47.2%.</p> <p>Aspect 2 (Senate results) – Source B: the Democrats defeated the Republicans to keep control of the Senate by winning 55 seats to the Republicans 45. They made a net gain of 2 seats to increase their majority.</p> <p>Aspect 3 (House of Representatives) – Source B: although the Democrats made a net gain of 8 seats in the House of Representatives they were still behind the Republicans. The Republicans won the election for the House of Representatives beating the Democrats by 234 to 201 seats.</p>

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	<p>Award 1 mark for an evaluation of the validity of each individual component.</p> <p>For full marks, candidates must address both parts of the viewpoint.</p>		<p>Component 2 ‘...their performance in 2012 was almost as impressive as in 2008.’</p> <p>Award 1 mark if candidate only addresses one aspect of data, award 2 marks if they address all three aspects of data.</p> <p>Aspect 1 (presidential results) – Source A: in 2008 the Democrats won the Presidency by a bigger margin than in 2012. They had a greater share of the vote (52·9%) and won by a bigger margin in the electoral college votes by 365 to 173 compared to 332 to 206.</p> <p>Aspect 2 (Senate results) – Source B: the Democrats performed more strongly in 2008 – they elected a higher number of Senators, 59 compared to 55, and they also made bigger gains – 8 in 2008 compared to 2 in 2012</p> <p>Aspect 3 (House of Representatives results) – Source B: the Democrats easily won the House of Representatives in 2008. The Democrats had 257 members compared to 178 for the Republicans. They also made 21 gains compared to only 8 gains in 2012 when they did not even win the House of Representatives.</p>

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			<p>Second part of the viewpoint – performance of the candidates among different types of voters in the 2012 and 2016 elections</p> <p>Component 1 ‘In the 2012 presidential election Barack Obama defeated his Republican opponent by decisive margins across every area...’</p> <p>Award 1 mark if candidate only addresses one aspect of data, award 2 marks if they address both aspects of data.</p> <p>Aspect 1 (region) – Source C: Obama easily beat Romney in both the East and the West although he did get less than half the votes in the West. He beat Romney by a closer margin in the Midwest but he was easily defeated by Romney in the South.</p> <p>Aspect 2 (community) – Source C: Obama easily defeated Romney in big and mid-sized cities but Romney beat Obama in towns and suburban/rural areas.</p> <p>Component 2 ‘In the 2012 presidential election Barack Obama defeated his Republican opponent...in all sections of society.’</p> <p>Award 1 mark if candidate only addresses one aspect of data, award 2 marks if they address all four aspects of data.</p> <p>Aspect 1 (gender) – Source D: Obama won female voters by a sizeable margin (55% to 44%) however, Romney defeated Obama easily among male voters though by not as large a margin (52% to 45%).</p> <p>Aspect 2 (age) – Source D: Obama won all three voter groups under 40 by significant margins, for example he won 18–24 year olds by 60% to 36%. Romney won all three voter groups 40 and over. He performed most strongly in those voters aged 65+, winning this group by 56% to 44%.</p>

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			<p>Aspect 3 (ethnicity) – Source D: Obama won the Black, Hispanic and Asian vote by huge margins, for example he won Blacks with over 90% of the vote. Romney however beat Obama among White voters by 20%.</p> <p>Aspect 4 (income) – Source D: Obama beat Romney easily in voters with income under \$50,000, winning those under \$50,000 by over 30%. Romney won all voter groups with income \$50,000 and over although those between \$200,000 and \$249,999 was relatively close.</p> <p>Component 3 ‘The Republican candidate in 2016, Donald Trump, performed significantly better among all voter groups compared to Mitt Romney in 2012.’</p> <p>Award 1 mark if candidate only addresses one aspect of data, award 2 marks if they address all four aspects of data.</p> <p>Aspect 1 (gender) – Sources D & E: in 2016 Trump won the majority of male votes with 53% and got 42% support from females. In 2012 Romney got 52% support from males and 44% from females.</p> <p>Aspect 2 (age) – Sources D & E: Romney performed better among voters aged 18–24, 30–39 and 65+ but Trump performed better than Romney among 25–29 and 50–64 year olds, while they both got similar levels of support from 40–49 year olds</p> <p>Aspect 3 (ethnicity) - Sources D & E: Romney got better support than Trump from White voters but Trump performed better than Romney among Black, Hispanic and Asian voters. However, among other groups Romney performed better than Trump.</p> <p>Aspect 4 (income) – Sources D & E: Trump performed better than Romney among those with income under \$50,000 particularly those below \$30,000, Trump also performed much better than those earning between \$200–249,999 but Romney did better than Trump in all the other groups.</p>

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			<p>Synthesis</p> <p>First part of the viewpoint</p> <p>Component 1 synthesis – 1 mark In terms of both the Presidency and the Senate, the Democrats clearly won the 2012 election but in some ways it was tight in terms of the share of the vote in the presidential election and so it might not be seen as convincing. However, despite making gains the Democrats lost the House of Representatives.</p> <p>Component 2 synthesis – 1 mark By every measure the performance of the Democrats was less impressive than in 2008, they got a smaller share of the vote in the presidential election and also won a smaller proportion of the electoral college. They had a smaller majority in the Senate and won less seats than in 2008. They also lost the House of Representatives and had fewer seats.</p> <p>Second part of the viewpoint</p> <p>Component 1 synthesis – 1 mark Obama’s support was strongest in the East and Midwest and he also won the West. He clearly won big and mid-sized cities, but Romney beat him in the South, towns and suburban/rural areas.</p> <p>Component 2 synthesis – 1 mark Obama’s support was strongest among females, minorities, the young and lower income groups but Romney beat Obama among males, Whites, older voters and higher income groups.</p> <p>Component 3 synthesis – 1 mark Trump did perform better than Romney in some voter groups – for example, males, the very poorest, some minority groups and some age groups but in others Romney actually performed better than Trump.</p>

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			<p>Evaluation of the first part of the viewpoint</p> <p>First part of the viewpoint</p> <p>Evaluation of one component – 1 mark The Democrats clearly won the Senate in 2012 and were also victorious in the presidential election although President Obama won with just over 50% of the vote. However, Obama still convincingly won the electoral college. On the other hand, the Democrats lost the House of Representatives to the Republicans and so this was a defeat at this level. As a result, it cannot be said that the Democrats convincingly defeated the Republicans at all levels, they were victorious at some levels but not in others and the presidential election can be seen in some ways to have been not quite convincing in terms of the share of the vote.</p> <p>Evaluation of both components – 2 marks The Democrats clearly won the Senate in 2012 and were also victorious in the presidential election although President Obama got just over 50% of the vote. However, he still convincingly won the electoral college. On the other hand, the Democrats lost the House of Representatives to the Republicans and so this was a defeat at this level. As a result, it cannot be said that the Democrats convincingly defeated the Republicans at all levels, they were victorious at some levels but not in others and the presidential election can be seen in some ways to have been not quite convincing in terms of the share of the vote.</p> <p>The performance of the Democrats can be said to have been less impressive as in the presidential race they got fewer votes and won by a smaller margin in the electoral college than they did in 2008. In the Senate and House of Representatives they also won fewer seats than they did in 2008 and made fewer gains. In 2008 they won all three elections but in 2012 they only won two. Therefore, this is not as impressive as it is a worse performance than 2008 where they lost the House of Representatives to the Republicans and only just won the Presidency.</p>

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			<p>Second part of the viewpoint</p> <p>Evaluation of one component – 1 mark The viewpoint states that Barack Obama defeated his Republican opponent Mitt Romney, by decisive margins across every area. In the East and West he decisively beat Romney but in the Midwest it was much closer and although he still beat him by 5% this was not as decisive. However, in the South, Romney easily beat Obama so it cannot be said that Obama beat him in every area – he beat him in most areas but not the South. Also, Obama decisively beat Romney in big and medium sized cities, but he narrowly lost suburban/rural areas and was heavily defeated in towns. So, Obama did not beat him decisively in every area – he again lost to Romney in some areas. So overall the statement is not correct.</p> <p>Evaluation of two components – 2 marks The viewpoint states that Barack Obama defeated his Republican opponent, Mitt Romney, by decisive margins in every area. In the East and West he decisively beat Romney but in the Midwest it was much closer and although he still beat him by 5% this was not as decisive. However, in the South, Romney easily beat Obama so it cannot be said that Obama beat him in every area. Also, Obama decisively beat Romney in big and medium sized cities, but he narrowly lost suburban/rural areas and was heavily defeated in towns. So Obama did not beat him decisively in every area – he again lost to Romney in some areas. So overall the statement is not correct.</p> <p>In addition, the view states he decisively beat his opponent in every section of society. Obama did record decisive victories among minorities, the poorest income groups, younger voters and females but in every age group above 40 Romney beat him. Romney also easily beat Obama among male voters as well as white voters and he beat Obama in every income group \$50,000 and above. As a result, this part of the statement is also not correct. Obama beat Romney in certain groups of voters but Romney beat Obama among other groups.</p>

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			<p>Evaluation of all components – 3 marks</p> <p>The viewpoint states that Barack Obama defeated his Republican opponent, Mitt Romney, by decisive margins in every area. In the East and West he decisively beat Romney but in the Midwest it was much closer and although he still beat him by 5% this was not as decisive. However, in the South, Romney easily beat Obama so it cannot be said that Obama beat him in every area. Also, Obama decisively beat Romney in big and medium sized cities, but he narrowly lost suburban/rural areas and was heavily defeated in towns. So Obama did not beat him decisively in every area – he again lost to Romney in some areas. So overall the statement is not correct.</p> <p>In addition, the view states he decisively beat his opponent in every section of society. Obama did record decisive victories among minorities, the poorest income groups, younger voters and females but in every age group above 40 Romney beat him. Romney also easily beat Obama among male voters as well as white voters and he beat Obama in every income group \$50,000 and above. As a result, this part of the statement is also incorrect. Obama beat Romney in certain groups of voters but Romney beat Obama among other groups.</p> <p>The view states that the Republican candidate in 2016 Donald Trump, performed significantly better among all voter groups compared to Mitt Romney in 2012. There are some groups that Trump performed much better than Romney did – those earning under \$30,000 and those earning between \$200,000–249,999 but in other groups Romney actually did better than Trump – for example among females. In addition, in some groups Trump performed only slightly better than Romney such as Blacks, males and 25–29 year olds. This means that the statement is not correct – he did not perform better than Romney among all voter groups – he did so in some and not in others. Also in some of the groups where he did better than Romney it was only slightly better and not significantly better.</p>

[END OF MARKING INSTRUCTIONS]