



National  
Qualifications  
2017

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# 2017 Politics

## Higher

### Finalised Marking Instructions

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## General marking principles for Higher Politics

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

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) 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.
- (d) Where the candidate violates the rubric of the paper and answers more than one optional question, both responses should be marked and the better mark recorded.
- (e) Marking must be consistent. Never make a hasty judgement on a response based on length, quality of handwriting or a confused start.
- (f) Use the full range of marks available for each question.
- (g) The detailed marking instructions are not an exhaustive list. Other relevant points should be credited.
- (h) For credit to be given, points must relate to the question asked. Where candidates give points of knowledge without specifying the context, these should be rewarded unless it is clear that they do not refer to the context of the question.
- (i) For knowledge/understanding marks to be awarded, points must be:
  - i. relevant to the issue in the question
  - ii. developed (by providing additional detail, exemplification, reasons or evidence)
  - iii. used to respond to the demands of the question (ie evaluate, analyse, etc)

## Marking principles for each question type

For each of the question types the following provides an overview of marking principles.

The types of questions used in this paper are:

- Statement or given view. Discuss . . . [20-mark extended response]
- To what extent . . . [20-mark extended response]
- Analyse . . . [12-mark extended response]
- Evaluate . . . [12-mark extended response]
- Compare . . . [12-mark extended response]
- To what extent . . . [information-handling question – 8 marks]
- Compare . . . [information-handling question – 8 marks]

### **Extended response questions (12 or 20 marks)**

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

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

### **Analyse questions**

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

### **Compare questions**

- Candidates will identify differences and/or similarities.

### **Evaluate questions**

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

### **Discuss type questions**

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

### **To what extent type questions**

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

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

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

General marking guidelines for extended response (20 marks)

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

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

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

General marking guidelines for extended response (12 marks)

	1 mark	2 marks	3 marks	4 marks
<p><b>Knowledge and understanding scope</b></p> <p>4 marks</p>	One relevant aspect, with some description	<p>Two relevant aspects, each with some description</p> <p><b>OR</b></p> <p>One relevant aspect, with detailed description</p>	<p>Three relevant aspects, each with some description</p> <p><b>OR</b></p> <p>Two relevant aspects, one with detailed description</p>	<p>Three relevant aspects, two with detailed description</p> <p><b>OR</b></p> <p>Two relevant aspects, each with detailed description - these should include the key points</p>
<p><b>Knowledge and understanding development</b></p> <p>4 marks</p> <p><b>A total of 8 marks overall awarded for knowledge and understanding</b></p>	One aspect is developed, with some explanation and/or exemplification	<p>Two aspects are developed, each with some explanation and/or exemplification</p> <p><b>OR</b></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><b>OR</b></p> <p>Two relevant aspects developed, one with detailed explanation and/or exemplification</p>	<p>Three relevant aspects developed, two with detailed explanation and/or exemplification</p> <p><b>OR</b></p> <p>Two aspects are developed, with extended explanation and relevant exemplification</p>

	1 mark	2 marks	3 marks	4 marks
<p><b>Analysis and evaluation</b></p> <p>Comments that identify relationships/implications/ make judgements</p> <p><b>4 marks</b></p> <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of <b>4 marks</b>, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>	<p>One relevant and accurate analytical or evaluative comment</p>	<p>Two different relevant and accurate analytical/ evaluative comments <b>OR</b> One extended and/or justified/exemplified analytical or evaluative comments</p>	<p>Three different relevant and accurate analytical/ evaluative comments <b>OR</b> Two different relevant and analytical/evaluative comments, at least one of which is extended and/or justified/exemplified</p>	<p>Three relevant and accurate analytical/ evaluative comments, at least one of which is justified or exemplified <b>OR</b> An extended, accurate and justified analytical or evaluative comment of an insightful nature which covers all key aspects of the question</p>

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

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

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

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

## Marking instructions for each question

### Section 1 - Political Theory

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	<p>Candidates must demonstrate they can make accurate comparisons and draw a valid conclusion.</p> <p>For full marks, candidates must refer to all sources and also say to what extent the evidence supports the viewpoint.</p> <p><b>Analysis/evaluation</b></p> <p>Comparisons will involve:</p> <ul style="list-style-type: none"> <li>• identifying areas of differences</li> <li>• identifying areas of similarity</li> <li>• making evaluative comments on the extent of these differences/similarities</li> <li>• commenting on the consequences of these differences/similarities.</li> </ul>	8	<p>Credit reference to the following aspects of the question:</p> <p><b>Source A</b></p> <ul style="list-style-type: none"> <li>• Direct democracy is seen as being practical at a local level. It works best in local communities or states. This is evident in, for example, the city states of Ancient Greece and small cantons of Switzerland.</li> <li>• Direct democracy creates an electorate that is more politically aware of the issues that affect their lives. As they are fully involved in the decision making process they should be fully informed. This was seen in the 2014 Scottish Independence Referendum.</li> <li>• The decisions made are likely to be seen as legitimate as those who have made them are the ones who live with them. The outcome will be accepted and potential disputes or civil unrest will be avoided.</li> </ul> <p><b>Source B</b></p> <ul style="list-style-type: none"> <li>• Representative democracy ensures that laws are passed effectively and practically. It is the most desirable system of democracy for modern complex societies. It would be impossible to have direct democracy on a regular basis in today's countries.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p>For full marks, candidates must use both sources and make three points of comparison.</p> <p>Award up to <b>2 marks</b> for each accurate point of comparison and analytical comment.</p> <p>Award up to a <b>maximum of 6 marks</b> for accurate comparisons with associated analysis.</p> <p>Award up to <b>2 marks</b> for an overall conclusion.</p>		<ul style="list-style-type: none"> <li>• Representative democracy creates higher quality legislation as the representatives are more informed than ordinary citizens. The professional politician will be able to scrutinise the details of the legislation and this has a positive effect on the quality of the legislation. Citizens are not directly involved in the decision making process so a division of labour is created.</li> <li>• Representative democracy ensures legitimacy. Voters give the elected representatives legitimacy as their vote is a mandate to make decisions on their behalf. Voters legitimise the decisions made by the representatives by voting them out of parliament if they do not agree with the decisions.</li> </ul> <p>Credit any other relevant comparisons.</p> <p><b>Analysis</b></p> <p>The following would be awarded <b>1 mark</b>:</p> <p>Direct democracy is most practical on a small scale or at a local level. Representative democracy is the most practical and effective system of government in modern, complex societies.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>One point of comparison is identified from two sources (1 mark).</b></p> <p>The following would be awarded <b>2 marks</b>:</p> <p>Direct democracy is most practical on a small scale or at a local level. Representative democracy is the most practical and effective system of government in modern, complex societies.</p> <p>Although direct democracy can be an effective way of governing it is impractical in today's society. Modern states are very complex and it would be extremely impractical to use direct forms of democracy on a frequent basis.</p> <p><b>This is worth 2 marks. One point of comparison is identified from two sources (1 mark) and a relevant analytical comment is made (1 mark).</b></p> <p>The following would be awarded <b>2 marks</b>:</p> <p>Overall the case for representative democracy is stronger. Representative democracy creates higher quality legislation due to expert politicians, is more practical for today's large countries and offers legitimacy through regular elections. This makes it a better system to use than direct democracy.</p> <p><b>A detailed conclusion is made (2 marks).</b></p> <p>Candidates may make individual evaluative comments as they address each part of the viewpoint or they may produce evaluation of each part of the viewpoint at the conclusion to their answer – both approaches should be credited.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	(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><b>Knowledge and understanding</b> Marks should be allocated for knowledge and understanding based on:</p> <ul style="list-style-type: none"> <li>• the breadth of knowledge covered</li> <li>• the level of detail and description of these points</li> <li>• the accuracy of descriptions and explanations</li> <li>• how these points are developed, taking into account the use of exemplification and the levels of explanations provided.</li> </ul> <p>Award up to a <b>maximum of 8 marks</b> for knowledge and understanding.</p>	12	<p><b>Knowledge and understanding</b></p> <p>Credit reference to the relevant aspects such as:</p> <ul style="list-style-type: none"> <li>• Traditional authority: eg monarchy based on long-standing custom and tradition</li> <li>• Charismatic authority: authority derived from the special qualities of an individual and their ability to influence others, eg Ghandi, Mandela, and Hitler</li> <li>• Legal-rational authority: based on formal set of rules which give those who hold the authority the right to command others, eg the acceptance of a government seen to have won power through democratic elections</li> </ul> <p>Credit any other relevant points.</p> <p><b>Possible responses may include:</b></p> <p>The following would be awarded <b>1 mark</b>:</p> <p>Another of Max Weber’s classifications of types of authority is charismatic authority. This is when people choose to obey leaders based on the special qualities or characteristics of an individual.</p> <p><b>This contains one relevant aspect with limited description (1 mark).</b></p>

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

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>Analysis/evaluation</b></p> <p>Award up to <b>4 marks</b> for analysis/evaluation.</p> <p>Where a candidate makes more analytical/evaluative points than are required to gain the <b>maximum allocation of 4 marks</b>, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> </ul>		<p><b>Analysis</b></p> <p>Award up to <b>2 marks</b> for analytical comments on the relevance of Weber’s classifications of authority. To gain <b>4 marks</b> candidates must make analytical comments on each aspect covered in their answer otherwise a maximum of up to <b>3 marks</b> can be awarded.</p> <p>The following would be awarded <b>1 mark</b>:</p> <p>Weber’s type of authority can still be seen to be partially relevant today, some types are more relevant than others for example the idea of traditional authority is limited to a handful of places around the world today. This type of authority is consistent with the Kim Dynasty, in North Korea. As there are very few of these in the world today this type of authority is not as relevant as others.</p> <p><b>This is a straightforward analytical comment and is worth 1 mark.</b></p> <p>The following would be awarded <b>2 marks</b>:</p> <p>Weber’s type of authority can still be seen to be partially relevant today, some types are more relevant than others for example the idea of traditional authority is limited to a handful of places around the world today. This type of authority is consistent with the Kim Dynasty, in North Korea. As there are very few of these in the world today this type of authority is not as relevant as others.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<ul style="list-style-type: none"> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> </ul> <p>understanding of underlying order or structure.</p>		<p>For example, most countries in the world today are organised on some form of democratic principles. This can be seen with 87 UN countries being classified as full democracies with their populations living under rational legal authority. Rational legal authority could be seen to be more prevalent in the world today so more relevant than the other types of authority.</p> <p><b>This is a detailed analytical comment with supporting evidence provided and is worth 2 marks.</b></p>

Question	General marking instructions for this type of question	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><b>Knowledge and understanding</b> Marks should be allocated for knowledge and understanding based on:</p> <ul style="list-style-type: none"> <li>• the breadth of knowledge covered</li> <li>• the level of detail and description of these points</li> <li>• the accuracy of descriptions and explanations</li> <li>• how these points are developed, taking into account the use of exemplification and the levels of explanations provided.</li> </ul> <p>Award up to a <b>maximum of 8 marks</b> for knowledge and understanding. If no theorist is referred to award up to a maximum of 6 marks for knowledge and understanding.</p>	12	<p><b>Knowledge and understanding</b></p> <p>If for example, a candidate chose nationalism.</p> <p>Credit reference to the following aspects of the question:</p> <ul style="list-style-type: none"> <li>• Self-determination</li> <li>• Organic Society</li> <li>• Independence</li> <li>• Nation State</li> <li>• Volkism/Gemeinschaft.</li> </ul> <p>Credit any other relevant points.</p> <p><b>Possible responses may include:</b></p> <p>The following would be awarded <b>1 mark</b>:</p> <p>One key feature of nationalism is independence of the nation state. This is when a nation has full decision making powers over its own affairs and political independence from another government or external force.</p> <p><b>This contains one relevant aspect with limited description (1 mark).</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>The following would be awarded <b>2 marks</b>:</p> <p>One key feature of nationalism is independence of the nation state. This is when a nation has full decision making powers and political independence from another government or external force. The nation should be able to make all decisions which would have an effect on its population. These decisions would be free from interference from another government which may see itself as sovereign over the nation or a supranational organisation where decision making power passes upwards from national level to institutions that stand above the nation.</p> <p><b>This contains one relevant aspect with more detailed description (2 marks).</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>The following would be awarded 4 marks:</p> <p>One key feature of nationalism is independence of the nation state. This is when a nation has full decision making powers and political independence from another government or external force. The nation should be able to make all decisions which would have an effect on its population. These decisions would be free from interference from another government which may see itself as sovereign over the nation or a supranational organisation where decision making power passes upwards from national level to institutions that stand above the nation. For example, critics in the UK have argued that supranational organisations such as the EU Commission, the European Court of Justice and the World Trade Organisation have interfered in areas that should be the preserve of the nation state. These institutions look beyond national interests and pursue the interests of groups of nations. Many nationalist thinkers such as Charles de Gaulle believed that the independence of the nation state is the natural state of government and the nation must not have other governments or supranational bodies oppress their independence.</p> <p><b>This contains one relevant aspect with detailed description, exemplification and explanation (4 marks).</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>Analysis/evaluation</b></p> <p>Award up to <b>4 marks</b> for analysis/evaluation.</p> <p>Where a candidate makes more analytical/evaluative points than are required to gain the <b>maximum allocation of 4 marks</b>, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>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><b>Analysis</b></p> <p>Award up to <b>2 marks</b> for analytical comments on the chosen ideology. To gain <b>4 marks</b> candidates must make analytical comments on each aspect covered in their answer otherwise a maximum of up to <b>3 marks</b> can be awarded.</p> <p>The following would be awarded <b>1 mark</b>:</p> <p>Nationalism shares some key themes with socialism. Both believe that the people should unite to overthrow their oppressors to experience true liberty. Similarly to Socialists, Nationalists do not agree on one method for overthrowing the oppressor, as a consequence the idea of true Nationalism has several different interpretations.</p> <p><b>This is a straightforward analytical comment and is worth 1 mark.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul>		<p>The following would be awarded <b>2 marks</b>:</p> <p>Nationalism shares some key themes with socialism. Both believe that the people should unite to overthrow their oppressors to experience true liberty. Similarly to Socialists, Nationalists do not agree on one method for overthrowing the oppressor, as a consequence the idea of true Nationalism has several different interpretations. The Italian Nationalist thinker Giuseppe Mazzini likened the division of peoples into natural national groupings to the division of labour under capitalism. He promoted guerrilla warfare where small groups would strike blows against repressive powers until it was toppled. He proposed that once people were free from tyrannical foreign powers, they would be able to develop their own cultures and as a consequence experience true liberty.</p> <p><b>This is a detailed analytical comment with supporting evidence provided and is worth 2 marks.</b></p>

## Section 2 - Political Systems

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	(a)	<p>Candidates must demonstrate knowledge and understanding of key features of political systems, as appropriate to the question, and any links between them.</p> <p>Candidates must address both the origin and the passage of legislation to gain full marks; otherwise no more than <b>13 marks</b> should be allocated.</p> <p><b>Knowledge and understanding</b> Marks should be allocated for knowledge and understanding based on:</p> <ul style="list-style-type: none"> <li>• the breadth of knowledge covered</li> <li>• the level of detail and description of these points</li> <li>• the accuracy of descriptions and explanations</li> <li>• how these points are developed, taking into account the use of exemplification and the levels of explanations provided.</li> </ul>	20	<p><b>Knowledge and understanding</b></p> <p>If for example the UK and USA were chosen, possible responses may include:</p> <ul style="list-style-type: none"> <li>• Origin of legislation in UK and USA: government bills, private members' bills, bills sponsored by senators and representatives</li> <li>• Queen's speech and State of the Union and chances of successful passage of legislation</li> <li>• Amount of legislation and position of both chambers</li> <li>• Fusion of executive and legislature in the UK, separation of powers in the USA and influence of the executive branch</li> <li>• Party discipline and role of whips</li> <li>• Process of passage of legislation in both systems</li> <li>• Role of committees in UK and USA</li> <li>• Position of monarch and president in legislative process.</li> </ul> <p>Credit any other relevant points.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible responses may include:</b></p> <p>The following would be awarded <b>1 mark</b>:</p> <p>In the UK parliament, most of the legislative programme is devoted to legislation proposed by the government. There are only limited opportunities for ordinary MPs to initiate legislation. However, in the USA legislation is not introduced into Congress by the administration due to the separation of powers. Individual members of the House of Representatives and the Senate propose legislation.</p> <p><b>This contains one aspect with limited description (1 mark) and no development (0 marks)</b></p> <p>The following would be awarded <b>2 marks</b>:</p> <p>In the UK parliament most of the legislative programme is devoted to legislation proposed by the government. Most of this legislation originates in the winning party's manifesto and government MPs and if the government has a secure majority in the House of Commons it will be confident that almost all of its legislative programme will be passed. There are only limited opportunities for ordinary MPs to initiate legislation and the chances of successful passage of private members' bills, is very limited. However, in the USA legislation is not introduced into Congress by the administration due to the constitutional separation of powers. Individual members of the House of Representatives and the Senate propose legislation. As a result, members of Congress introduce a significant amount of legislation but only a relatively small percentage of this ever gets passed. If the opposition party controls one of the two chambers of Congress then the chances of the President getting any legislation passed will be very limited.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>This contains one aspect but with more detailed description (2 marks)</b></p> <p>The following would be awarded <b>4 marks</b>:</p> <p>In the UK parliament, most of the legislative programme is devoted to legislation proposed by the government. Most of this legislation originates in the winning party's manifesto and government MPs and if the government has a secure majority in the House of Commons it will be confident that almost all of its legislative programme will be passed. During Tony Blair's first two terms in office he successfully passed his entire legislative programme, including legislation of Scottish devolution and the introduction of the minimum wage. There are only limited opportunities for ordinary MPs to initiate legislation and the chances of successful passage of a private member's bill are very limited. This is due to lack of time and also if the government opposes the private members bill it will not have the votes to pass through the House of Commons. There have been some important pieces of legislation passed by private members' bills, such as the legalisation of abortion and the abolition of capital punishment.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>However, in the USA legislation is not introduced into Congress by the administration due to the constitutional separation of powers. Individual members of the House of Representatives and the Senate propose legislation. As a result, members of Congress introduce a significant amount of legislation but only a relatively small percentage of this ever gets passed. If the opposition party controls one of the two chambers of Congress, then the chances of the President getting any legislation passed will be very limited. For example, Congress recently blocked President Obama's request for immigration reform and he also found it very difficult to have his health care bill passed by Congress.</p> <p><b>This contains one aspect with detailed descriptions (2 marks) with development based on relevant exemplification and explanation (2 marks).</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>Analysis</b> Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul>		<p><b>Analysis</b> Award up to <b>6 marks</b> for answers that provide a high degree of analytical commentary.</p> <p>The following would be awarded <b>1 mark</b>:</p> <p>The passage of legislation in the UK is heavily under the control of the executive branch as long as it commands a majority in the House of Commons. However, Congress controls the passage of legislation in the USA with very little control by the executive branch other than the chance to veto legislation that the President objects to.</p> <p><b>This is a straightforward analytical statement that identifies one difference between the passage of legislation in the US and the UK (1 mark).</b></p> <p>The following would be awarded <b>2 marks</b>:</p> <p>The passage of legislation in the UK is heavily under the control of the executive branch as long as it commands a majority in the House of Commons. As long as it maintains a majority and does not suffer rebellions from its own backbench MPs, the government will be almost certain to pass its legislative programme as outlined in the Queen’s Speech. However, Congress controls the passage of legislation in the USA with very little control by the executive branch other than the chance to veto legislation that the President objects to. In effect, the President merely requests that Congress passes laws he would like to see introduced, but he or she cannot control the process.</p> <p><b>This is worth 2 marks due to an additional justification and supporting evidence.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>Conclusion(s)</b> 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"> <li>• the extent to which a view is supported by the evidence</li> <li>• the relative importance of factors</li> <li>• counter-arguments, including possible alternative interpretations</li> <li>• the overall impact/significance of the factors when taken together</li> </ul> <p>Although some candidates may offer a summative conclusion, many candidates will develop detailed conclusions throughout their answers and these should also be credited accordingly.</p>		<p><b>Conclusion</b> Award up to <b>4 marks</b> for a conclusion(s) based on the candidate's attempts to address the issue framed in the question. Candidates must also provide an evaluation/judgement of the issue addressed in the question.</p> <p>The following would be awarded <b>1 mark</b>:</p> <p>In conclusion both the origin and passage of legislation is very different in the UK parliament and the US Congress.</p> <p><b>This provides straightforward, if limited, conclusion which does attempt to deal with the central issue as identified by the question (1 mark).</b></p> <p>The following would be awarded <b>2 marks</b>:</p> <p>In conclusion, both the origin and passage of legislation is very different in the UK and the USA. In the UK the government has effective control of the process, whereas in the USA the members of Congress, who are elected independently of the President, control the passage of legislation. The separation of powers built into the US constitution ensures that the executive has only a limited role in the successful passage of legislation.</p> <p><b>This provides straightforward conclusion which does deal with the central issue but also attempts to evaluate the statement in the question (2 marks).</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>The following would be awarded 4 marks:</p> <p>In conclusion, both the origin and passage of legislation is very different in the UK and the USA. In the UK the government has effective control of the process. Due to high levels of party loyalty and also the effectiveness of the whip system the government can ensure its legislation will be passed. In addition, the opportunity to block legislation is limited to the ability of the House of Lords to merely delay bills. This has led to backbench MPs being described as 'lobby fodder'. Government control of the process will ensure that the parliament passes almost all of the government's own legislative programme and it is only in the event of rebellions or the government losing its majority will this not be the case.</p> <p>On the other hand, in the USA the members of Congress, who are elected independently of the President, control the passage of legislation. The separation of powers built into the US constitution ensures that the executive has only a limited role in the successful passage of legislation, though the President can exercise his constitutional power to veto legislation. In addition, even when Congress does pass legislation that the President supports, it can be declared unconstitutional by the Supreme Court. The passage of legislation in the US very much depends on the party controlling the chambers of Congress and the power of individuals such as committee chairmen/women, the Speaker of the House of Representative and the Senate majority leader.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>Structure</b> Award up to <b>2 marks</b> for the structure of the essay as well as the development of a line of argument throughout the candidate's response.</p> <p>Award up to <b>maximum of 8 marks</b> for knowledge and understanding. Award up to a <b>maximum of 12 marks</b> for analysis/evaluation/structure.</p> <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>This provides a very detailed conclusion which directly addresses and evaluates the key issue in the question and provides a high level of sophistication as it develops a line of thought with supporting justifications. (4 marks)</p> <p>Although some candidates may offer a summative conclusion, many candidates will develop detailed conclusions throughout their answers and these should also be credited accordingly.</p> <p><b>Structure</b> Award up to <b>2 marks</b> for the structure of the essay as well as the development of a line of argument throughout the candidate's response. For example, candidates should be credited highly for answers which define the central issue(s) in their introduction, and provide a clear structure so that their essay develops a line of argument. Candidates should receive little or no credit for answers which do not explicitly identify or address the key issue in the question or provide poorly structured answers which jump between different parts of the question and hence fail to develop a coherent line of argument.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<p>Candidates must demonstrate knowledge and understanding of key features of political concepts, ideologies or theories as appropriate to the question, and any links between them.</p> <p>Candidates must refer to the significance of the independence of the judiciary in two political systems; otherwise no more than <b>13 marks</b> should be allocated.</p> <p><b>Knowledge and understanding</b> Marks should be allocated for knowledge and understanding based on:</p> <ul style="list-style-type: none"> <li>• the breadth of knowledge covered</li> <li>• the level of detail and description of these points</li> <li>• the accuracy of descriptions and explanations</li> <li>• how these points are developed, taking into account the use of exemplification and the levels of explanations provided.</li> </ul>	<b>20</b>	<p><b>Knowledge and understanding</b></p> <p>If, for example, a candidate chose the UK and US political systems:</p> <p>Credit reference to the following aspects of the question:</p> <ul style="list-style-type: none"> <li>• The independence and neutrality of the judiciary</li> <li>• The process of appointment</li> <li>• Constitutional positions of the judiciary</li> <li>• Roles and powers of the Supreme Court in each system including judicial review, interpretation of the Human Rights Act</li> <li>• Restraints on both judiciaries ie checks and balances, the sovereignty of parliament, the role of the European Court.</li> </ul> <p>Credit any other relevant points.</p> <p><b>Possible responses may include:</b></p> <p>The following would be awarded <b>1 mark</b>:</p> <p>In the US, the Supreme Court can overturn legislation through its power of judicial review but in the UK, the Supreme Court does not have this power.</p> <p><b>This contains one aspect but with limited description (1 mark) and no development (0 marks).</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>The following would be awarded <b>2 marks</b>:</p> <p>In the US, the Supreme Court can overturn legislation through its power of judicial review but in the UK, the Supreme Court does not have this power. The US Supreme Court has the power to declare inferior statutes void and unconstitutional where they contradict the constitution. This gives the Court a major role in interpreting individual constitutional rights and applying these general principles to the twenty first century.</p> <p>On the other hand, UK courts can only interpret existing legislation and not challenge it.</p> <p><b>This contains one aspect but with more detailed description (2 marks).</b></p> <p>The following would be awarded <b>4 marks</b>:</p> <p>In the US, the Supreme Court can overturn legislation through its power of judicial review but in the UK, the Supreme Court does not have this power. The US Supreme Court has the power to declare inferior statutes void and unconstitutional where they contradict the constitution. This gives the Court a major role in interpreting individual constitutional rights and applying these general principles to the twenty first century. For example, in 1973 the Supreme Court ruled that women have a constitutional right to abortion based on their right to privacy. This invalidated a number of state laws that banned abortion.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>Analysis</b> Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> </ul>		<p>On the other hand, UK courts can only interpret existing legislation and not challenge it. However, in the UK, courts have used existing legislation to protect the rights of individuals. For example, in 2004, in a Judicial Review, the Law Lords also declared that David Blunkett’s attempts to deny Social Security benefits to those who failed to immediately claim asylum as soon as they entered the UK was contrary to the Human Right Act and was thus unlawful.</p> <p><b>This contains one aspect with detailed descriptions (2 marks) with development based on relevant exemplification and explanation (2 marks).</b></p> <p><b>Analysis</b> Award up to <b>6 marks</b> for answers that provide a high degree of analytical commentary.</p> <p>The following would be awarded <b>1 mark</b>:</p> <p>In the US, the judiciary has much greater powers to limit the government’s power through judicial review. The UK Courts do not have the same powers.</p> <p><b>This is a straightforward analytical statement that identifies one difference between legislative scrutiny in the US and the UK (1 mark).</b></p> <p>The following would be awarded <b>2 marks</b>:</p> <p>In the US, the judiciary has much greater powers to guarantee the rights of the individual through judicial review. Therefore, this means that through the judicial review process, the Supreme Court can limit the power of the US government by declaring its actions or legislation unconstitutional and</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<ul style="list-style-type: none"> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul>		<p>strike down any action or law that goes against the constitution.</p> <p>The UK judiciary does not have the same powers. In the UK, the judiciary only has the power to declare government actions unlawful - where a government minister has acted beyond the powers given to him/her by the appropriate statute. The UK judiciary cannot declare statutes unconstitutional because of the fact that parliament has made the law constitutional in the first place - and statute law is the highest source of the UK constitution.</p> <p><b>This is worth 2 marks due to the additional justification and supporting evidence.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>Conclusion(s)</b> 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"> <li>• the extent to which a view is supported by the evidence</li> <li>• the relative importance of factors</li> <li>• counter-arguments, including possible alternative interpretations</li> <li>• the overall impact/significance of the factors when taken together.</li> </ul> <p>Although some candidates may offer a summative conclusion, many candidates will develop detailed conclusions throughout their answers and these should also be credited accordingly.</p>		<p><b>Conclusion</b> Award up to <b>4 marks</b> for a conclusion(s) based on the candidate's attempts to address the issue framed in the question. Candidates must also provide an evaluation/judgement of the issue addressed in the question.</p> <p>The following would be awarded <b>1 mark</b>:</p> <p>The independence of the judiciary is not the most significant factor affecting its ability to limit the power of the government in both countries.</p> <p><b>This provides straightforward if limited conclusion which does attempt to deal with the central issue as identified by the question (1 mark).</b></p> <p>The following would be awarded <b>2 marks</b>:</p> <p>The independence of the judiciary is not the most significant factor affecting its ability to limit the power of the government in both countries.</p> <p>In the US the judiciaries' most significant factor in limiting the power of the government is the ability of the US Supreme Court to strike down laws. However, the UK Supreme Court cannot do this and can only interpret existing legislation to make sure Ministers are doing their job lawfully.</p> <p><b>This provides straightforward conclusion which does deal with the central issue but also attempts to evaluate the statement in the question (2 marks).</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>The following would be awarded 4 marks:</p> <p>The independence of the judiciary is not the most significant factor affecting its ability to limit the power of the government in both countries.</p> <p>In the US the judiciaries' most significant factor in limiting the power of the government is the ability of the US Supreme Court to strike down laws. However, the UK Supreme Court cannot do this and can only interpret existing legislation to make sure Ministers are doing their job lawfully.</p> <p>Judicial review has allowed the US Supreme Court to limit the scope of government power. In 2010 the Supreme Court limited the Federal Government's ability to regulate campaign finance by removing restrictions imposed by Congress as a result of the Citizens United case. In the UK, courts do not have the ability to overturn legislation.</p> <p>What can be seen therefore is that the US judiciary is a lot more influential in limiting government power than its UK counterpart.</p> <p>Arguably, the most significant factor in affecting the judiciaries' power to limit government power in the UK has been the advent of the European Convention on Human Rights into UK law through the Human Rights Act (HRA) 1998. The HRA has increasingly resulted in a number of cases where the UK Government has had to change its actions because now the judiciary can use articles in the HRA to rule against government restrictions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>Structure</b> Award up to <b>2 marks</b> for the structure of the essay as well as the development of a line of argument throughout the candidate's response.</p> <p>Award up to <b>maximum of 8 marks</b> for knowledge and understanding. Award up to a <b>maximum of 12 marks</b> for analysis/evaluation/structure.</p> <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>As a result, it is these factors rather than the judiciaries' independence which are more significant in affecting the judiciaries' ability to limit the powers of the government.</p> <p><b>This provides a very detailed conclusion which directly addresses and evaluates the key issue in the question and provides a high level of sophistication as it develops a line of thought with supporting justifications. (4 marks)</b></p> <p>Although some candidates may offer a summative conclusion, many candidates will develop detailed conclusions throughout their answers and these should also be credited accordingly.</p> <p><b>Structure</b> Award up to <b>2 marks</b> for the structure of the essay as well as the development of a line of argument throughout the candidate's response. For example, candidates should be credited highly for answers which define the central issue in their introduction, and provide a clear structure so that their essay develops a line of argument. Candidates should receive little or no credit for answers which do not explicitly identify or address the key issue in the question or provide poorly structured answers which jump between different parts of the question and hence fail to develop a coherent line of argument.</p>

### Section 3 - Political Parties and Elections

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	<p>Candidates must demonstrate that they can interpret and evaluate electoral data.</p> <p>For full marks, candidates must refer to all sources and also say to what extent the data supports the statement made.</p> <p><b>Analysis/evaluation</b> Award up to <b>3 marks</b> for answers that correctly interpret electoral data and link this to a specific part of the viewpoint.</p> <p>Award <b>1 mark</b> for an evaluation of the validity of each part of the viewpoint.</p> <p>For full marks, candidates must address both parts of the viewpoint.</p> <p>Award up to a <b>maximum of 6 marks</b> for interpretation of data linked to each part of the viewpoint.</p> <p>Award up to a <b>maximum of 2 marks</b> for evaluation of the validity of the viewpoint.</p>	8	<p>Credit reference to the following aspects of the question:</p> <p><b>Source A</b></p> <ul style="list-style-type: none"> <li>• UKIP share of the vote increased from 17% to 27%</li> <li>• Labour share of the vote increased from 16% to 25%</li> <li>• All other parties saw a decrease in their share of the vote, including the Conservatives who went from 28% to 24% and the Liberal Democrats who lost half their share of the vote, going from 14% to 7%.</li> </ul> <p><b>Source B</b></p> <ul style="list-style-type: none"> <li>• UKIP (+15) and Labour (+7) both saw an increase in their total number of seats</li> <li>• UKIP gained seats between 2009 and 2014 in 7 regions, whereas Labour managed to make gains in 6 regions.</li> <li>• Labour made bigger gains in two regions than UKIP.</li> </ul> <p><b>Source C</b></p> <ul style="list-style-type: none"> <li>• The UK turnout figure was lower than every other country in all years however since 2004 UK turnout has been higher than that of Poland</li> <li>• Turnout in the UK is always below the average, in 1999 it was nearly half the average but in 2004 it was only 9% below the average</li> <li>• UK turnout did improve between 1999 and 2004 and in 2009 and 2014 it was still significantly higher than 1999 although it has dropped since 2004.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis: interpretation</b></p> <p>The following would be awarded <b>1 mark</b>:</p> <p>The view states that “UKIP were clearly the only party who could claim that their performance in 2014 was a significant improvement compared to the 2009 election.” Source A shows that UKIP had a significant improvement in their share of the vote as it rose from 17% to 27% (a rise of 10 points) however Labour also recorded a significant rise in their share of the vote as it rose from 16% to 25% (a rise of 9%). All the other parties saw a decline in their share of the vote between the two elections.</p> <p><b>One aspect of data is interpreted accurately and linked correctly to the first part of the statement (1 mark).</b></p> <p>The following would be awarded <b>2 marks</b>:</p> <p>The view states that “UKIP were clearly the only party who could claim that their performance in 2014 was a significant improvement compared to the 2009 election.” Source A shows that UKIP had a significant improvement in their share of the vote as it rose from 17% to 27% (a rise of 10%) however Labour also recorded a significant rise in their share of the vote as it rose from 16% to 25% (a rise of 9%). All the other parties saw a decline in their share of the vote between the two elections.</p> <p>Source B shows that UKIP made a gain of 15 seats across 7 regions in 2014 whereas Labour gained 7 seats and made gains in 6 regions. The only other party to make a gain in seat was the Greens who only went up by 1 seat. However, UKIP did not make gains in every single region as it did not make gains in 5 regions and Labour did better than UKIP in 2 regions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Two or more aspects of evidence are interpreted correctly and linked to the first part of the statement (2 marks).</b></p> <p>The following would be awarded <b>3 marks</b>:</p> <p>The view states that “UKIP were clearly the only party who could claim that their performance in 2014 was a significant improvement compared to the 2009 election.” Source A shows that UKIP had a significant improvement in their share of the vote as it rose from 17% to 27% (a rise of 10%), however Labour also recorded a significant rise in their share of the vote as it rose from 16% to 25% (a rise of 9%). All the other parties saw a decline in their share of the vote between the two elections. Source B shows that UKIP made a gain of 15 seats across 7 regions in 2014 whereas Labour gained 7 seats and made gains in 6 regions. The only other party to make a gain in seat was the Greens who only went up by 1 seat. However, UKIP did not make gains in every single region as it did not make gains in 5 regions and Labour did better than UKIP in 2 regions. Overall, this information shows that UKIP and Labour registered improvement in 2014 as they made gains in the number of seats won in the European parliament and in the share of the vote they received. They were the only 2 parties to achieve both an increase in seats and votes between the two elections.</p> <p><b>Two or more pieces of evidence are synthesised and linked correctly to the first part of the statement with commentary (3 marks).</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Evaluation</b></p> <p>The following would be awarded <b>1 mark</b>:</p> <p>This shows that the evidence from Sources A and B does not support the first part of the viewpoint – UKIP were not the only party who could claim that their 2014 results were a significant improvement as Source A and B both show that although UKIP made clear improvements on their 2009 results and gained MEPs in different regions, Labour also saw an increase in their share of the vote and number of seats, also making gains in different regions. Therefore, it cannot be said that UKIP were clearly the only party who could claim success as the Labour party can also claim success.</p> <p><b>An evaluative comment is made on one part of the statement (1 mark).</b></p> <p>The following would be awarded <b>2 marks</b>:</p> <p>This shows that the evidence from Sources A and B does not support the first part of the viewpoint – UKIP were not the only party who could claim that their 2014 results were a significant improvement as Source A and B both show that although UKIP made clear improvements on their 2009 results and gained MEPs in different regions, Labour also saw an increase in their share of the vote and number of seats, also making gains in different regions. Therefore, it cannot be said that UKIP were clearly the only party who could claim success as the Labour party can also claim success.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>The statement also says that compared to the rest of Europe, UK participation has undoubtedly always been the poorest with no sign of improvement. Source C shows that this was not true as although UK participation was the poorest in 1999, it is now Poland who has the poorest participation rates and there has actually been some improvement particularly in 2004.</p> <p><b>An evaluative comment is made on both parts of the statement (2 marks).</b></p> <p>Candidates may make individual evaluative comments as they address each part of the viewpoint or they may produce a summative evaluation of each part of the viewpoint at the conclusion to their answer – both approaches should be credited.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	(a)	<p><b>Knowledge and understanding</b> Marks should be allocated for knowledge and understanding based on:</p> <ul style="list-style-type: none"> <li>• the breadth of knowledge covered</li> <li>• the level of detail and description of these points</li> <li>• the accuracy of descriptions and explanations</li> <li>• how these points are developed, taking into account the use of exemplification and the levels of explanations provided.</li> </ul> <p>Award up to a <b>maximum of 8 marks</b> for knowledge and understanding.</p>	12	<p><b>Knowledge and understanding</b></p> <p>Credit reference to the following aspects of the question:</p> <p>If for example Thatcherism was chosen as the dominant idea:</p> <p>Credit reference to some of the following aspects of the question (candidates must address at least two aspects to achieve full marks):</p> <ul style="list-style-type: none"> <li>• Deregulation and reduction of government interference in the economy</li> <li>• Cuts in taxation</li> <li>• Limits on trade union power</li> <li>• Privatisation</li> <li>• Traditional values</li> <li>• Right to buy.</li> </ul> <p>Credit any other relevant points.</p> <p><b>Possible responses may include:</b></p> <p>The following would be worth <b>1 mark</b>:</p> <p>Under Thatcher, the Conservatives were looking to make significant changes to the way that the economy was managed. One of their main policy ideas was that of Privatisation. By taking nationalised industries such as British Airways and British Gas into private ownership they hoped to increase competition.</p> <p><b>This contains one aspect with limited description (1 mark).</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>The following would be worth <b>2 marks</b>:</p> <p>Under Thatcher, the Conservatives were looking to make significant changes to the way that the economy was managed. One of their main policy ideas was that of Privatisation. By taking nationalised industries such as British Airways and British Gas into private ownership they hoped to increase competition. In the 1980s, the Thatcher government floated a number of nationalised industries on the stock market and returned these industries to private ownership.</p> <p><b>This contains one aspect with detailed description (2 marks).</b></p> <p>The following would be awarded <b>3 marks</b>:</p> <p>Under Thatcher, the Conservatives were looking to make significant changes to the way that the economy was managed. One of their main policy ideas was that of Privatisation. By taking nationalised industries such as British Airways and British Gas into private ownership they hoped to increase competition. In the 1980s, the Thatcher government floated a number of nationalised industries on the stock market and returned these industries to private ownership. Deregulation was seen as a way to improve the competitiveness of British industry in the global economy. This was seen as a way to improve economic growth and prosperity.</p> <p><b>This contains one aspect with detailed description (2 marks) and development based on relevant explanation (1 mark).</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>Analysis/evaluation</b></p> <p>Award up to <b>4 marks</b> for analysis/evaluation.</p> <p>Where a candidate makes more analytical/evaluative points than are required to gain the <b>maximum allocation of 4 marks</b>, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> </ul>		<p><b>Analysis/Evaluation</b></p> <p>The following would be awarded <b>1 mark</b>:</p> <p>The Conservatives clearly were keen to make changes to the economy by introducing more private ownership. This proved to be a key idea of their election campaign in 1983 and contributed to the Conservatives winning the election as it enhanced the perception of their economic competence in the eyes of the voters.</p> <p><b>This is a straightforward evaluative comment and is worth 1 mark.</b></p> <p>The following would be awarded <b>2 marks</b>:</p> <p>The Conservatives clearly were keen to make changes to the economy by introducing more private ownership. This proved to be a key idea of their election campaign in 1983 and contributed to the Conservatives winning the election as it enhanced the perception of their economic competence in the eyes of the voters.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul>		

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<p><b>Knowledge and understanding</b> Marks should be allocated for knowledge and understanding based on:</p> <ul style="list-style-type: none"> <li>• the breadth of knowledge covered</li> <li>• the level of detail and description of these points</li> <li>• the accuracy of descriptions and explanations</li> <li>• how these points are developed, taking into account the use of exemplification and the levels of explanations provided.</li> </ul> <p>Award up to a <b>maximum of 8 marks</b> for knowledge and understanding.</p>	12	<p><b>Knowledge and understanding</b></p> <p>Credit reference to the following aspects of the question:</p> <ul style="list-style-type: none"> <li>• Press strategies such as New Labour’s attempt to woo the press</li> <li>• Use of media advisors and spin doctors</li> <li>• Party strategies to set the news agenda and the use of party election broadcasts</li> <li>• Leaders’ TV debates</li> <li>• Use of new media, digital strategies and social media.</li> </ul> <p>Credit any other relevant points.</p> <p>Credit reference to the following aspects of the question:</p> <p><b>Possible responses may include:</b></p> <p>The following would be awarded <b>1 mark</b>:</p> <p>Social media campaigns are increasingly significant in recent elections, with all parties making use of social media platforms to raise awareness of issues and target potential voters. Social media campaigns enable the parties to reach sections of the population quickly and at little cost.</p> <p><b>This contains one aspect with limited description (1 mark).</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>The following would be awarded <b>2 marks</b>:</p> <p>Social media campaigns are increasingly significant in recent elections, with all parties making use of social media platforms to raise awareness of issues and target potential voters. Social media campaigns enable the parties to reach sections of the population quickly and at little cost. Parties are making increased use of social network sites such as Facebook and Twitter. In particular, these have enabled parties to engage younger voters who may have been less engaged by traditional methods.</p> <p><b>This contains one aspect with more detailed description (2 marks).</b></p> <p>The following would be awarded <b>4 marks</b>:</p> <p>Social media campaigns are increasingly significant in recent elections, with all parties making use of social media platforms to raise awareness of issues and target potential voters. Social media campaigns enable the parties to reach sections of the population quickly and at little cost. Parties are making increased use of social network sites such as Facebook and Twitter. In particular, these have enabled parties to engage younger voters who may have been less engaged by traditional methods. For example, during the 2015 General Election campaign the Conservative party spent over £100,000 each month attracting younger voters through Facebook. This enabled messages from the Conservative campaign to appear more prominently on user's news feeds. As a result, a larger number of younger voters were exposed to Conservative messages during the campaign.</p> <p><b>This contains one relevant aspect with detailed description (2 marks) and detailed development with exemplification and explanation (2 marks).</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>Analysis/evaluation</b></p> <p>Award up to <b>4 marks</b> for analysis/evaluation.</p> <p>Where a candidate makes more analytical/evaluative points than are required to gain the <b>maximum allocation of 4 marks</b>, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>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><b>Analysis/Evaluation</b></p> <p>Award up to <b>2 marks</b> for comments that analyse the effectiveness of media strategies used by political parties. To gain <b>4 marks</b> candidates must make evaluative comments on each of the aspects covered in their answer; otherwise a <b>maximum of up to 3 marks</b> can be awarded.</p> <p>The following would be awarded <b>1 mark</b>:</p> <p>It is clear that social media can be seen as an increasingly important part of campaigning. Parties are now devoting more resources to communicate with voters through social media, however despite considerable spending by the Conservatives to target younger voters it was the case that younger voters remained most likely of any age group to support Labour in 2015 election.</p> <p><b>Analytical comment worth 1 mark.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> </ul> <p>understanding of underlying order or structure.</p>		<p>The following would be awarded <b>2 marks</b>:</p> <p>It is clear that social media can be seen as an increasingly important part of campaigning. Parties are now devoting more resources to communicate with voters through social media, however despite considerable spending by the Conservatives to target younger voters it was the case that younger voters remained most likely of any age group to support Labour in 2015 election. In 2015 the Labour party spent considerably less money on social media than the Conservatives, by some estimates around a tenth. However, in 18-24 age group Labour led the Conservatives by 16% (43% Labour, 27% Conservatives). This might appear to show that there may be some limits to the effectiveness of this approach.</p> <p><b>Analytical comment worth 2 marks.</b></p>

[END OF MARKING INSTRUCTIONS]