



National  
Qualifications  
2018

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# 2018 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
<b>Knowledge and understanding scope</b>  Award up to <b>5 marks</b> .	One aspect with some description.	Two aspects, each with some description. <b>OR</b> One aspect with detailed description.	Three aspects, each with some description. <b>OR</b> Two aspects with detailed description.	Four relevant aspects covered, each with some description. <b>OR</b> Three aspects with detailed descriptions.	Four aspects with detailed descriptions.	
<b>Knowledge and understanding development</b>  Award up to <b>5 marks</b> .  <b>A total of 8 marks overall awarded for knowledge and understanding.</b>	One aspect is developed with some explanations and/or exemplification.	Two aspects are developed, each with some explanation and/or exemplification. <b>OR</b> One aspect is developed with detailed explanation and/or exemplification.	Three aspects are developed, with some explanation and/or exemplification. <b>OR</b> Two aspects developed, one with detailed explanation and/or exemplification.	Three or more aspects are developed, with extended explanation and relevant exemplification.	Three or more aspects are developed, with extended and accurate explanations and development of points (showing where relevant a high level of theoretical/ conceptual understanding) with relevant exemplification.	
<b>Analysis*</b>  Award up to <b>6 marks</b> .	<b>1 mark</b> will be awarded for each analytical statement which analyses the aspects in terms of the question.  Award up to a <b>maximum of 2 marks</b> for an analytical statement with supporting justification or evidence.  A <b>maximum of 4 marks</b> can be awarded for comments which address different aspects of an individual aspect.					

	1 mark	2 marks	3 marks	4 marks	5 marks	6 marks
<b>Structure</b>  Award up to <b>2 marks.</b>	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 <b>4 marks.</b>	A straightforward conclusion that deals with the central issue in the question.	A straightforward conclusion that deals with and evaluates the central issue in the question.	A developed conclusion that directly addresses and provides an evaluation of the key issue in the question.	A developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question.		

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

**General marking guidelines for extended response (12 marks)**

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

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

	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>
<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**

	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>
<b>Interpretation of data linked to first part of statement</b>  Award up to <b>3 marks</b> .	One aspect of data interpreted accurately and linked correctly to the first part of the statement.	Two or more aspects of data interpreted accurately and linked correctly to the first part of the statement.	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.
<b>Interpretation of data linked to second part of statement</b>  Award up to <b>3 marks</b> .	One aspect of data interpreted accurately and linked correctly to the second part of the statement.	Two or more aspects of data interpreted accurately and linked correctly to the second part of the statement.	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.
<b>Evaluation of extent of validity of the viewpoint</b>  Award up to <b>2 marks</b> .	Evaluative comment on validity of one part of the statement.	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.	

## 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.	(a)		<p>Candidates must demonstrate knowledge and understanding of key features of political concepts, ideologies or theories as appropriate to the question, and any links between them.</p> <p>Candidates must refer to the works of appropriate theorists to gain full marks; otherwise no more than <b>13 marks</b> should be allocated.</p> <p><b>Knowledge and understanding</b></p> <p>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>Credit reference to the following aspects of the question:</p> <ul style="list-style-type: none"> <li>definitions of power</li> <li>Lukes' three faces of power (decision-making, non-decision-making and shaping desires)</li> <li>definitions of authority</li> <li>Weber's three types of authority (traditional, charismatic, legal-rational)</li> <li>definition of the concept of legitimacy.</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>Max Weber identified three types of authority. His classifications were traditional authority, charismatic authority and legal rational authority.</p> <p><b>This contains one aspect (Weber's three types of authority) 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>Max Weber identified three types of authority. His classifications were traditional authority, charismatic authority and legal rational authority. Traditional authority is when people choose to obey leaders based on tradition or preexisting customs in their state or country. Charismatic authority is based on the personality of an individual that inspires people to follow them. Legal rational authority is based on a defined set of agreed rules or principles.</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>Max Weber identified three types of authority. His classifications were traditional authority, charismatic authority and legal rational authority. Traditional authority is when people choose to obey leaders based on tradition or preexisting customs in their state or country. They have received their authority from the previous ruler and this authority will be passed to the next leader of their choosing, continuing the line for future generations. This can be seen in several dynasties throughout the world, such as the Kim family in North Korea and the Royal families of Europe. Charismatic authority is based on the personality of an individual that inspires people to follow them. For example, Nelson Mandela was recognised as having the authority to lead the South African people due to his personal charisma. Legal rational authority is based on a defined set of agreed rules or principles. In modern democracies, governments are seen as having a mandate following victory in an election eg David Cameron is seen as having authority following his victory in the 2015 General Election.</p> <p><b>This contains one aspect with more detailed description (2 marks). With a high degree of development based on highly relevant exemplification and detailed explanations (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></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> <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></p> <p>Award up to <b>6 marks</b> for answers that provide a high degree of analytical commentary (identifying the component parts and their relationships) by crediting answers which for example:</p> <ul style="list-style-type: none"> <li>• identify key features or significant components of the concepts of power, authority and legitimacy, eg breaking down the concepts using the work of Lukes and Weber by identifying the component parts of power and establishing their relative importance</li> <li>• establishing different views/interpretations on the relevance of power, authority and/or legitimacy</li> <li>• possible consequences or implications of different types of authority</li> <li>• consistency and inconsistency of Lukes' and Weber's classifications in relation to their relevance.</li> </ul> <p><b>Award up to a maximum of two marks for analysis if a candidate does not address the issue of the relevance of the related concepts.</b></p> <p>The following would be awarded <b>1 mark</b>:</p> <p>Lukes' view on manipulating desires is still very relevant and important today. For example, in October 2015, Prime Minister David Cameron and his MPs appeared in a host of media outlets suggesting to the public that the proposed tax credit cuts would not harm working families and that people should accept them despite the potential implications on their finances.</p> <p><b>This is a straightforward analytical statement that identifies the relative importance of one of the components of power (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>Lukes' view on manipulating desires is still very relevant and important today. For example, in October 2015, Prime Minister David Cameron and his MPs appeared in a host of media outlets suggesting to the public that the proposed tax credit cuts would not harm working families and that people should accept them despite the potential implications on their finances. The Conservatives argued in the media that no family would be worse off due to policies being put in place such as the increase in the national minimum wage. However, an alternative view was given from The Child Poverty Action Group. It gave lists of occupations whose incomes would be reduced, for example a nursery nurse would lose £1,788, a hospital porter £2,011 and a care worker £1,906. This shows that the Conservatives were attempting to manipulate public opinion despite evidence that would seem to indicate that many people would be financially disadvantaged.</p> <p><b>This is a more detailed analytical statement that identifies the relative importance of one of the components of power with additional justification and supporting evidence (2 marks).</b></p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Conclusion(s)</b></p> <p>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></p> <p>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, the ideas of both Weber and Lukes regarding Power, Authority and Legitimacy all remain relevant in the 21<sup>st</sup> century.</p> <p><b>This provides a straightforward if limited conclusion which does attempt to deal with the central issue as identified by the question (1 mark).</b></p> <p>The following would be awarded <b>2 marks</b>:</p> <p>in conclusion, the ideas of both Weber and Lukes regarding Power, Authority and Legitimacy all remain relevant in the 21<sup>st</sup> century. However, some forms of authority may not be as important as they were in the past, such as traditional authority. On the other hand, there is undoubtedly evidence that many of the other features of Lukes' and Weber's classifications are indeed highly relevant.</p> <p><b>This provides a straightforward conclusion which does deal with the central issue but also attempts to evaluate the statement in the question (2 marks).</b></p> <p>The following would be awarded <b>4 marks</b>:</p> <p>in conclusion, the ideas of both Weber and Lukes regarding Power, Authority and Legitimacy all remain relevant in the 21<sup>st</sup> century. However, some forms of authority may not be as important as they were in the past, such as traditional authority. On the other hand, there is undoubtedly evidence that many of the other features of Lukes' and Weber's classifications are indeed highly relevant.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>It could be argued that all of Lukes' faces of power are particularly relevant in the 21<sup>st</sup> century however this is not the case for all of Weber's classifications of authority. It is definitely the case that legitimacy remains a highly relevant political concept in the modern world. For example, in the eyes of some people, Gordon Brown suffered from having power with no authority due to his lack of legitimacy as a result of not having an electoral mandate.</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>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Structure</b></p> <p>Award <b>up to 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 a <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><b>Structure</b></p> <p>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 (eg by failing to establish the relevance of theorists' views on the concepts of power, authority and legitimacy), 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 works of appropriate theorists to gain full marks; otherwise <b>no more than 13 marks</b> should be allocated.</p> <p><b>Knowledge and understanding</b></p> <p>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>Credit reference to the following aspects of the question:</p> <ul style="list-style-type: none"> <li>key features of representative democracy, such as: voters choose representatives to make decisions on their behalf, more practical than direct democracy, allows government to be in the hands of those with expert knowledge, ordinary citizens don't have to be directly involved</li> <li>key features of direct democracy, such as: it heightens the control of citizens, it creates a better informed and more politically knowledgeable group of citizens, the public can express a view and interest without having to rely on self-serving politicians, it ensures rule is legitimate - decisions will be accepted since the people made them</li> <li>the work of appropriate theorists, such as Plato, Rousseau, Schumpeter or Madison.</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>representative democracy is an indirect form of democracy. It sees citizens voting infrequently to select representatives to make decisions on their behalf. However direct democracy involves citizens themselves participating in the decision making process rather than choosing representatives to do this.</p> <p><b>This contains one aspect (feature of representative democracy) 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>representative democracy is an indirect form of democracy. It sees citizens voting infrequently to select representatives to make decisions on their behalf. Using this system, the public do not exercise power themselves but transfer this decision making power to their representatives. This creates a link between the government and the governed known as the electoral mandate. However direct democracy involves citizens themselves participating in the decision making process rather than choosing representatives to do this.</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>representative democracy is an indirect form of democracy. It sees citizens voting infrequently to select representatives to make decisions on their behalf. Using this system, the public do not exercise power themselves but transfer this decision making power to their representatives. This creates a link between the government and the governed known as the electoral mandate. Most western democracies follow this model, this includes Scotland where the Scottish people elect 4 types of parliamentary representatives. An example of this is the election of local councillors to the 32 authorities in Scotland which is done normally once every 4 years. However, direct democracy involves citizens themselves participating in the decision making process rather than choosing representatives to do this. This approach was first used in ancient Athens where all citizens were involved in making key decisions. Recent examples of this include the use of propositions and voter initiatives in a number of US states. For example, voters in California had the opportunity to decide the position of their state on gay marriage. This was a decision they took directly and was not in the hands of their elected representatives.</p> <p><b>This contains one aspect with more detailed description (2 marks). With a high degree of development based on highly relevant exemplification and detailed explanations (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></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> <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></p> <p>Award up to <b>6 marks</b> for answers that provide a high degree of analytical commentary (identifying the component parts and their relationships) by crediting answers which for example:</p> <ul style="list-style-type: none"> <li>• identify key features or significant components of representative democracy, eg by breaking down the concept into its component parts and then establishing links between them in order to describe representative democracy as a whole: representative democracy offers larger states the ability to run an effective system of government</li> <li>• identifying similarities and contradictions between representative and direct democracy</li> <li>• indicating possible consequences and implications of implementing direct or representative approaches</li> <li>• contrasting different views/interpretations relating to the work of relevant theorists.</li> </ul> <p>The following would be awarded <b>1 mark</b>:</p> <p>most countries today have complex systems of government and decisions need to be made in a timely fashion. This means that representative democracy is seen as the best system of government for today's countries as their size make this the most desirable system. Using representative democracy ensures that legislation can be made and passed effectively.</p> <p><b>This is a straightforward analytical statement that identifies the relative importance of one of the components of power (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>most countries today have complex systems of government and decisions need to be made in a timely fashion. This means that representative democracy is seen as the best system of government for today's countries as their size make this the most desirable system. Using representative democracy ensures that legislation can be made and passed quickly.</p> <p>This was the case with the Data Retention and Investigatory Powers Bill in the UK, which was put through parliament in one day as the UK government believed that the powers needed to be retained by the security services. If direct democracy was used, this decision would have taken months instead of days. This highlights the swift nature of representative democracy.</p> <p><b>This is a more detailed analytical statement that identifies the relative importance of one of the components of representative democracy with additional justification and supporting evidence (2 marks).</b></p> <p>The following would be awarded <b>1 mark</b>:</p> <p>as a consequence of direct democracy, the electorate tend to be much more politically knowledgeable. This is due to the public actively taking part in debates and discussions regarding the topic they are going to decide on. In contrast to this, the level of debate regarding issues that a system of representative democracy decides on is much lower. The two systems differ greatly with regards to their effect on the electorate.</p> <p><b>This is a straightforward analytical statement that identifies the relative importance of one of the components of power (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>as a consequence of direct democracy, the electorate tend to be much more politically knowledgeable. This is due to the public actively taking part in debates and discussions regarding the topic they are going to decide on. This was exemplified in the 2014 Scottish Referendum for independence. The Guardian reported that in the run up to the referendum over 10 million Facebook interactions relating to the referendum took place. 85% of these originated from Scotland. This highlights evidence that the electorate are more engaged and more informed using this form of direct democracy.</p> <p>In contrast to this, the level of debate regarding issues that a system of representative democracy decides on is much lower. The two systems differ greatly with regards to their effect on the electorate. The electorate do not engage as much and as a direct result of this representative democracy creates a less knowledgeable electorate.</p> <p><b>This is worth 2 marks due to 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></p> <p>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></p> <p>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, the key features of direct democracy are superior to those of representative democracy.</p> <p><b>This provides a straightforward if limited conclusion which does attempt to deal with the central issue as identified by the question (1 mark).</b></p> <p>The following would be awarded <b>2 marks</b>:</p> <p>in conclusion, the key features of direct democracy are superior to those of representative democracy. Whilst representative democracy does offer a more timely and easily administered system of government, direct democracy offers a better system of government. This can be concluded as direct democracy offers the people many more chances to participate in the decisions that have an effect on them.</p> <p><b>This provides a straightforward conclusion which does deal with the central issue but also attempts to evaluate the statement in the question (2 marks).</b></p> <p>The following would be awarded <b>4 marks</b>:</p> <p>in conclusion, the key features of direct democracy are superior to those of representative democracy. Whilst representative democracy does offer a more timely and easily administered system of government, direct democracy offers a better system of government. This can be concluded as direct democracy offers the people many more chances to participate in the decisions that have an effect on them.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Representative democracy suits the will of the political elite as it allows them to retain power and influence shared amongst them and their friends. Direct democracy offers a better system as it does not allow this elitist system to develop. All decisions made will be made of the people, by the people and for the people, making it much more closely linked to the traditional concept of democracy. This is in direct contrast to representative democracy where decisions are made of the elite, by the elite for the elite. This highlights that direct democracy is a much better system even if it is more difficult to implement.</p> <p><b>A developed conclusion that directly addresses and provides an evaluation of the key issue in the question (4 marks).</b></p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Structure</b></p> <p>Award <b>up to 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 a <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><b>Structure</b></p> <p>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 (eg by failing to contrast the key features), 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 2 - Political Systems

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.			<p>Candidates must demonstrate they can make accurate comparisons and draw valid conclusions.</p> <p>For full marks, candidates must refer to all sources and also say to what extent the evidence supports the viewpoint.</p>	8	<p><b>Source A</b></p> <ul style="list-style-type: none"> <li>the UK constitution has often been referred to as being conservative in nature. This reflects the incremental and gradual changes that have shaped our system of government</li> <li>the UK is unusual in having an uncodified constitution, as a result, none of these statutes are properly entrenched as future Parliaments can alter or revoke them</li> <li>the UK approach means that it can respond to major changes in society quickly and easily, merely by passing legislation. In a short space of time during the Blair government there were many significant changes to the UK political system.</li> </ul> <p><b>Source B</b></p> <ul style="list-style-type: none"> <li>the Constitution of the United States is widely regarded as being a liberal document. This is because it is based on core liberal ideas such as freedom, rights and democracy which the framers saw as timeless and unalterable</li> <li>the USA is in line with the majority of democracies in that it has a codified constitution. As a result, the key features of the Constitution are entrenched, most notably the Bill of Rights. All aspects of the US political system must comply with this document and no changes to the political system can be made, or legislation passed, that contradict this document</li> <li>to amend the Constitution is a time-consuming and difficult process. As a result, in over 200 years there have been only 27 successful amendments made to the US Constitution.</li> </ul> <p>Credit any other relevant comparisons.</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>Comparisons will involve:</p> <ul style="list-style-type: none"> <li>identifying areas of differences</li> <li>identifying areas of similarity</li> <li>making evaluative comments on the extent of these differences/similarities</li> <li>commenting on the consequences of these differences/similarities.</li> </ul> <p>For full marks, candidates must use both sources and make three points of comparison.</p> <p>Award <b>up to 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 <b>up to 2 marks</b> for an overall conclusion.</p>		<p><b>Analysis</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> <p>The following would be awarded <b>1 mark</b>:</p> <p>Source A states that the UK approach means that it can respond to major changes in society quickly and easily, merely by passing legislation. On the other hand, Source B says that the framers of the US Constitution realised that there would be a need to amend the Constitution, however they wanted to make doing so a time-consuming and difficult process.</p> <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>Source A states that the UK approach means that it can respond to major changes in society quickly and easily, merely by passing legislation. On the other hand, Source B says that the framers of the US Constitution realised that there would be a need to amend the Constitution, however they wanted to make doing so a time-consuming and difficult process. This shows that there is a clear difference between how easy and quickly it is to alter and change the constitutions in the two countries, as in the UK it means just passing a new law but in the US they have to go through a complex amendment process.</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>

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> for an overall conclusion:</p> <p>overall the UK constitution appears to be much more flexible than the US Constitution. This is because it is uncodified and is much easier to change with a new law required (as when the Scottish Parliament was set up). Our constitution has been able to adapt over many years. However, in the US the codified constitution is based on fixed principles, it is entrenched and is quite difficult to change as a result of its process for making amendments.</p> <p><b>A detailed conclusion is made (2 marks).</b></p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	(a)		<p><b>Knowledge and understanding</b></p> <p>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 the UK and USA were chosen:</p> <ul style="list-style-type: none"> <li>formal and informal powers available to the President and Prime Minister</li> <li>role and importance of the Cabinet in the policy making process</li> <li>constitutional limits on the Executive branch</li> <li>control of the legislature.</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>the UK Prime Minister sits in parliament and normally leads the majority party. This means that he/she is normally able to pass his/her legislation without any major problems. The US President can often have to contend with a Congress that is dominated by the other main political party.</p> <p><b>This contains one relevant aspect with limited description (1 mark).</b></p> <p>The following would be awarded <b>2 marks</b>:</p> <p>the UK Prime Minister sits in parliament and normally leads the majority party. This means that he/she is normally able to pass his/her legislation without any major problems. The Conservative government led by David Cameron could pass its' legislation as it had a majority of MPs in the House of Commons. However, between 2010 and 2015 he had to rely on Lib Dem support in the coalition to achieve this. The US President can often have to contend with a Congress that is dominated by the other main political party and can often find that they can block his/her policy proposals.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p><b>This contains one relevant aspect with more detailed description (2 marks).</b></p> <p>The following would be awarded <b>4 marks</b>:</p> <p>the UK Prime Minister sits in parliament and normally leads the majority party. This means that he/she is normally able to pass his/her legislation without any major problems. The Conservative government led by David Cameron could pass its' legislation as it had a majority of MPs in the House of Commons. However, between 2010 and 2015 he had to rely on Lib Dem support in the coalition to achieve this. As a result, he was able to pass contentious issues such as the bedroom tax.</p> <p>The US President can often have to contend with a Congress that is dominated by the other main political party and can often find that they can block his/her policy proposals. For example, Barack Obama was able to pass significant legislation such as health care reform when his party controlled Congress. However, from 2010, President Obama had to contend with a Republican dominated House of Representatives. This meant that the Republicans blocked any meaningful laws that Obama wanted to pass such as immigration reform.</p> <p><b>This contains one relevant aspect with more detailed description (2 marks) and detailed explanation and exemplification (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></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. 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 show at least one of the following:</p> <ul style="list-style-type: none"> <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>Award up to a <b>maximum of 8 marks</b> for knowledge and understanding.</p> <p>Award up to a <b>maximum of 4 marks</b> for analysis.</p>		<p><b>Analysis</b></p> <p>Award up to <b>2 marks</b> for analytical comments that compare the effectiveness of the Executive in making policy.</p> <p>To gain <b>4 marks</b>, candidates must make analytical comments on at least two of the aspects 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>therefore, it can be argued that the US President has a number of significant limits on his ability to make policy as Congress can block his proposals whereas a UK Prime Minister who normally commands a parliamentary majority possesses much more power to pass his/her legislation.</p> <p><b>This is a straightforward analytical and comparative comment and is worth 1 mark.</b></p> <p>The following would be awarded <b>2 marks</b>:</p> <p>therefore, it can be argued that the US President has a number of significant limits on his ability to make policy as Congress can block his proposals whereas a UK Prime Minister who normally commands a parliamentary majority possesses much more power to pass his/her legislation. For example, in October 2013 the Republican Party denied Obama proper finance for the running of the federal government and was thereby able to shut down the entire government. Indeed, during President Clinton's time in office, Republicans drove the policy-making agenda after 1994 by implementing large parts of their 'Contract with America'.</p> <p><b>This is a more detailed and 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
			Where a candidate makes more analytical points than are required to gain the maximum allocation of marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.		

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)		<p><b>Knowledge and understanding</b></p> <p>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><b>Credit reference to the relevant aspects such as:</b></p> <p>If the UK and USA were chosen:</p> <ul style="list-style-type: none"> <li>origin of legislation in the UK and USA: in UK most bills are government bills and few opportunities for introduction of private members' bills, in the USA bills are exclusively sponsored by senators and representatives</li> <li>Parliamentary and Congressional processes and stages for the passage of legislation</li> <li>role and impact of committees in UK and USA</li> <li>extent of Executive control of the legislative process, including party discipline and the role of whips</li> <li>position of Head of State in the legislative process</li> <li>status of different chambers within both political systems.</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>most votes within the House of Commons are on government legislation and show high levels of party discipline with MP's from the governing party supporting government legislative programmes the majority of the time, whilst most of those from the opposition parties oppose the legislative programme. In Congress, parties have little control over their representatives. Party whips in Congress do not have much power.</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>most votes within the House of Commons are on government legislation and show high levels of party discipline with MP's from the governing party supporting government legislative programmes the majority of the time, whilst most of those from the opposition parties oppose the legislative programme. This is due to the party whip system. The party whips can pressurise dissenting party members by threatening their career prospects in order to get them to vote along party lines.</p> <p>In Congress, parties have little control over their representatives. Party whips in Congress do not have much power. As voters directly select candidates in primaries, representatives owe their loyalty to local voters rather than the leadership of parties.</p> <p><b>This contains one relevant aspect with more detailed description (2 marks).</b></p> <p>The following would be awarded <b>4 marks</b>:</p> <p>most votes within the House of Commons are on government legislation and show high levels of party discipline with MP's from the governing party supporting government legislative programmes the majority of the time, whilst most of those from the opposition parties oppose the legislative programme. This is due to the party whip system. The party whips can pressurise dissenting party members by threatening their career prospects in order to get them to vote along party lines. This is the party using a 'carrot and stick' to help pressure the MP into voting with the party.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>On rare occasions, for example, during the Premiership of John Major, the party whip (membership) may be removed. Furthermore, in the 1993 battles to keep the Conservative MP's in line over the ratification of the Maastricht Treaty, Tory Party whips were said to have used a variety of 'dirty tricks', including revelations of extra-marital affairs, to bring the most maverick of MP's into line. In Congress, parties have little control over their representatives. Party whips in Congress do not have much power. As voters directly select candidates in primaries, representatives owe their loyalty to local voters rather than the leadership of parties. There is a saying in American politics that 'the only power that the president has left is the power to persuade'. For example, even when the Democrats controlled Congress, President Obama had great difficulty getting Congress to pass his legislative programme.</p> <p><b>This contains one relevant aspect with detailed description (2 marks) and detailed development with exemplification and explanations (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 <b>up to 4 marks</b> for analysis/evaluation.</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><b>Analysis</b></p> <p>Award up to <b>2 marks</b> for analytical comments that compare the similarities and differences between the two political systems.</p> <p>To gain <b>4 marks</b> candidates must make analytical comparative comments on each of the aspects 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>the party whip system is much more effective in the UK than in the USA. In the UK a party with a majority in parliament can exercise effective control over the legislative process whereas in the US a President has no guarantee of getting their legislation passed even when their party controls both chambers of Congress.</p> <p><b>This is a straightforward analytical and comparative comment and is worth 1 mark.</b></p> <p>The following would be awarded <b>2 marks</b>:</p> <p>the party whip system is much more effective in the UK than in the USA. In the UK a party with a majority in parliament can exercise effective control over the legislative process whereas in the US a President has no guarantee of getting their legislation passed even when their party controls both chambers of Congress. For example, in Tony Blair's first two terms as Prime Minister he never suffered a defeat on his legislation in parliament. However, US Presidents often have difficulties, for example Bill Clinton a Democrat, failed to get Congress to pass his Health Care reforms even though the Democrats controlled both chambers with large majorities.</p> <p><b>This is a more detailed and analytical and comparative comment with supporting evidence provided and is worth 2 marks.</b></p> <p>Credit any other relevant points.</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>	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>• Trump won a majority of Electoral College votes</li> <li>• Trump did not win the popular vote, he received almost 3 million less votes than Clinton. Out of all the candidates Trump was second in the percentage of popular vote with Clinton receiving more than 2% more votes</li> <li>• Trump won 10 more states than Clinton and overall more than 50% of all states.</li> </ul> <p><b>Source B</b></p> <ul style="list-style-type: none"> <li>• Clinton won in 5/7 social groups</li> <li>• in the groups that Trump won he won by more than 20 percentage points</li> <li>• Trump trailed by 10 percentage points or more in 5/7 social groups. This was up to 80% with Black voters.</li> </ul> <p><b>Source C</b></p> <ul style="list-style-type: none"> <li>• Trump received support from 556 more delegates than the other candidates combined</li> <li>• Trump failed to achieve a majority of the popular vote with just under 45%</li> <li>• Trump gained most support out of the main candidates from Senators and Representatives but joint best from top Republican officials</li> <li>• with 1,237 delegates required, Trump convincingly won with 1,441 delegates voting for him.</li> </ul> <p>Credit any other relevant information.</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>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>		<p><b>Analysis: interpretation</b></p> <p>The following would be awarded <b>1 mark</b>:</p> <p>the view states that ‘Donald Trump comprehensively won the 2016 US Presidential election.’ Source A shows that Trump won the election with 57% of the electoral college votes. This is 36 more votes than required. However, he did not win comprehensively as Source A shows that he did not win the popular vote, Clinton received around 3 million more votes this is around 2% more of the popular vote.</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 ‘Donald Trump comprehensively won the 2016 US Presidential election.’ Source A shows that Trump won the election with 57% of the electoral college votes. This is 36 more votes than required. However, he did not win comprehensively as Source A shows that he did not win the popular vote, Clinton received around 3 million more votes this is around 2% more of the popular vote.</p> <p>Source B shows that Trump did not beat Clinton in every section of society, Clinton defeated him in 5/7 groups. Only with rural and white voters did Trump comprehensively defeat his opponent, he won by more than 20 percentage points. In all other 5 groups Clinton won by 10 or more percentage points and in some won massively for example she gained 80% more Black voters than Trump.</p> <p><b>Two or more aspects of evidence are interpreted correctly and linked to the first part of the statement (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 <b>3 marks</b>:</p> <p>the view states that ‘Donald Trump comprehensively won the 2016 US Presidential election.’ Source A shows that Trump won the election with 57% of the electoral college votes. This is 36 more votes than required. However, he did not win comprehensively as Source A shows that he did not win the popular vote, Clinton received around 3 million more votes this is around 2% more of the popular vote.</p> <p>Source B shows that Trump did not beat Clinton in every section of society, Clinton defeated him in 5/7 groups. Only with rural and white voters did Trump comprehensively defeat his opponent, he won by more than 20 percentage points. In all other 5 groups Clinton won by more than 10 percentage points and in some won massively for example she gained 80% more Black voters than Trump.</p> <p>Overall, whilst Trump did win the Presidential election it was not a comprehensive victory as he did not win the popular vote. He also failed to gain the support of the majority of social groups, with Clinton winning the majority of these.</p> <p><b>Two or more pieces of evidence are synthesised and linked correctly to the first part of the statement with commentary (3 marks).</b></p> <p><b>Evaluation</b></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 fully support the first part of the viewpoint as whilst Trump did indeed win the presidential race it was not comprehensive as Clinton won more of the popular vote, therefore it cannot be said that Trump won comprehensively.</p> <p><b>An evaluative comment is made on one part of the statement (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>this shows that the evidence from Sources A and B does not fully support the first part of the viewpoint as whilst Trump did indeed win the presidential race it was not comprehensive as Clinton won more of the popular vote, therefore it cannot be said that Trump won comprehensively.</p> <p>The statement also says that Trump won the race for the Republican nomination, securing overwhelming support over all other candidates. He did win more delegates than the other candidates combined but this still did not equate to a majority of the percentage of votes so it cannot be called a comprehensive victory. In addition, Trump was only joint best in endorsements from top Republican Party figures. Overall, the sources don't support the statement.</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></p> <p>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>self-interest and consumer voting</li> <li>issue voting</li> <li>party leadership</li> <li>campaigns</li> <li>competence and reputation of political parties.</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>the rational choice model of voting behaviour is concerned with the way in which people may vote based on their own rational self-interest. It treats voters as consumers who are choosing a party based on who they think will best improve their circumstances.</p> <p><b>This contains one aspect with limited description (1 mark).</b></p> <p>The following would be awarded <b>2 marks</b>:</p> <p>the rational choice model of voting behaviour is concerned with the way in which people may vote based on their own rational self-interest. It treats voters as consumers who are choosing a party based on who they think will best improve their circumstances. One of the key factors in this will be perceptions voters have about the economic competence of a political party which may include issues such as taxation rates and the ability to deal with the deficit.</p> <p><b>This contains one aspect with 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 up to <b>3 marks</b>:</p> <p>the rational choice model of voting behaviour is concerned with the way in which people may vote based on their own rational self-interest. It treats voters as consumers who are choosing a party based on who they think will best improve their circumstances. One of the key factors in this will be perceptions voters have about the economic competence of a political party which may include issues such as taxation rates and the ability to deal with the deficit.</p> <p>For example, the Conservatives were seen as being more capable in dealing with public finances in the 2015 election than Labour. This was one of the key factors that was attributed to the success of the Conservatives in winning this election.</p> <p><b>This contains one relevant aspect with detailed description (2 marks) and development with 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</b></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. 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 show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <p>Award up to a <b>maximum of 8 marks</b> for knowledge and understanding.</p>		<p><b>Analysis</b></p> <p>Award up to <b>2 marks</b> for analytical comments that address the significance of the rational choice model.</p> <p>To gain <b>4 marks</b>, candidates must make analytical comments on at least two of the aspects 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>as a result of the increase in the number of floating voters, short term factors such as economic competence have an increasingly important effect on voter choices.</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>as a result of the increase in the number of floating voters, short term factors such as economic competence have an increasingly important effect on voter choices. In both the 2010 and 2015 elections, exit poll data showed that the Conservatives were perceived by voters as having higher ratings on economic competence than the other parties and that this was the most important factor voters took into account when making their choice.</p> <p><b>This is a more detailed evaluative comment with supporting evidence provided and is worth 2 marks.</b></p> <p>Credit any other relevant points.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Award up to a <b>maximum of 4 marks</b> for analysis.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p><b>Knowledge and understanding</b></p> <p>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>	<b>12</b>	<p><b>Knowledge and understanding</b></p> <p>Credit reference to the following aspects of the question:</p> <p>For example, if the SNP and the 2015 General Election were chosen:</p> <ul style="list-style-type: none"> <li>anti-austerity platform</li> <li>independence for Scotland</li> <li>non-renewal of Trident nuclear deterrent</li> <li>form an anti-Tory alliance at Westminster to block a majority Conservative government.</li> </ul> <p>Credit other relevant points.</p> <p><b>Possible responses may include:</b></p> <p>The following would be awarded <b>1 mark</b>:</p> <p>Nicola Sturgeon was keen to promote the SNP as being the party to ‘Stand up for Scotland’ and make sure that public services were protected as far as possible, particularly against the backdrop of cuts in public spending coming from Westminster as a result of trying to reduce the economic deficit.</p> <p><b>This contains one aspect with limited description (1 mark).</b></p> <p>The following would be awarded <b>2 marks</b>:</p> <p>Nicola Sturgeon was keen to promote the SNP as being the party to ‘Stand up for Scotland’ and make sure that public services were protected as far as possible, particularly against the backdrop of cuts in public spending coming from Westminster as a result of trying to reduce the economic deficit.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>The SNP pledged to have a modest spending increase to facilitate extra investment in key services such as health and education in order to try and ensure a fairer and more prosperous Scotland for all. Local Authorities would have more responsibility placed upon them to narrow the attainment gap and there would be an increase in the number of hours of nursery education available.</p> <p><b>This contains one aspect with detailed description (2 marks).</b></p> <p>The following would be awarded <b>4 marks</b>:</p> <p>Nicola Sturgeon was keen to promote the SNP as being the party to ‘Stand up for Scotland’ and make sure that public services were protected as far as possible, particularly against the backdrop of cuts in public spending coming from Westminster as a result of trying to reduce the economic deficit.</p> <p>The SNP pledged to have a modest spending increase to facilitate extra investment in key services such as health and education in order to try and ensure a fairer and more prosperous Scotland for all. Local Authorities would have more responsibility placed upon them to narrow the attainment gap and there would be an increase in the number of hours of nursery education available.</p> <p>For example, the SNP proposed to increase the minimum wage to £8.70 and extend the use of the national Living Wage. In addition, the SNP also proposed to restore the 50p top income tax rate for those earning more than £150,000 and also introduce a mansion tax and a banker’s bonus tax. As a result, these policies would improve the living standards of the low paid and raise funds for investment in public services.</p> <p><b>This contains one aspect with detailed descriptions (2 marks) with a high degree of development based on highly relevant exemplification and detailed explanations (2 marks).</b></p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis</b></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. 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 show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <p>Award up to a <b>maximum of 8 marks</b> for knowledge and understanding.</p> <p>Award up to a <b>maximum of 4 marks</b> for analysis.</p>		<p><b>Analysis</b></p> <p>Award up to <b>2 marks</b> for analytical comments that identify the impact of the dominant ideas of the SNP on its electoral performance.</p> <p>To gain <b>4 marks</b>, candidates must make analytical comments on at least two of the aspects 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>in the General Election in 2015, the SNP dominated the result in Scotland, winning 56 out of a possible 59 seats. A key factor in this was its appeal to traditional Labour voters who were attracted by the SNPs anti-austerity message and desire to protect public services and the low-paid.</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>in the General Election in 2015, the SNP dominated the result in Scotland, winning 56 out of a possible 59 seats. A key factor in this was its appeal to traditional Labour voters who were attracted by the SNPs anti-austerity message and desire to protect public services and the low-paid.</p> <p>The SNP offered a clear alternative to the policy of austerity and many voters thought that Labour did not. It could be argued that some voters opted for the SNP in response to being disillusioned by other parties, such as the Labour party who lost many constituencies, including high profile MPs such as Jim Murphy and Margaret Curran. This contributed to the significant SNP gains in traditional Labour heartlands.</p> <p><b>This is a more detailed evaluative comment with supporting evidence provided and is worth 2 marks.</b></p> <p>Credit any other relevant points.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			Where a candidate makes more analytical points than are required to gain the maximum allocation of marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.		

[END OF MARKING INSTRUCTIONS]