



National  
Qualifications

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**X858/76/11**

**Politics  
Paper 1**

## **Marking Instructions**

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Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.



## General marking principles for Higher Politics

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

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

### Marking principles for each question type

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

The types of questions used in this paper are

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

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

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

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

**Analyse questions**

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

**Compare questions**

- Candidates identify differences and/or similarities.

**Evaluate questions**

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

**Discuss questions**

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

**To what extent questions**

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

General marking guidelines for extended response (20 marks)

	1 mark	2 marks	3 marks	4 marks	5 marks	6 marks
<p><b>Knowledge and understanding scope</b> 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 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> Award up to 5 marks. <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/or relevant exemplification.	Three or more aspects are developed, with extended and accurate explanations and development of points (showing where relevant a high level of theoretical/ conceptual understanding) with relevant exemplification.	
<p><b>Analysis*</b> Award up to 6 marks.</p>	<p>Award 1 mark for each analytical statement which analyses the aspects in terms of the question.</p> <p>Award up to a maximum of 2 marks for an analytical statement which is developed further or has additional supporting justification or evidence.</p> <p>Award a maximum of 4 marks for multiple comments which only focus on an individual aspect.</p>					

	1 mark	2 marks	3 marks	4 marks	5 marks	6 marks
<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 central issue(s) in the question.	A developed and well-argued conclusion with justifications that directly address and evaluate the central issue(s) in the question.		

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

General marking guidelines for extended response (12 marks)

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

## Marking instructions for each question

### Section 1 – Political theory

Question		General marking instructions	Max mark	Specific marking instructions for this question
1.	(a)	<p>Candidates must demonstrate knowledge and understanding of key features of political concepts, ideologies or theories as appropriate to the question, and any links between them.</p> <p>Candidates must refer to the works of appropriate theorists to gain full marks; otherwise award no more than <b>13 marks</b>.</p> <p><b>Knowledge and understanding</b></p> <p>Award marks 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>20</b>	<p><b>Knowledge and understanding</b></p> <p>Award marks where candidates refer to the following aspects of the question. Discuss with reference to the ideas of Lukes and Weber.</p> <ul style="list-style-type: none"> <li>• definitions of power</li> <li>• Lukes' three faces of power (shaping desires, non-decision making, decision-making)</li> <li>• definitions of authority</li> <li>• Weber's three types of authority (charismatic, traditional, legal-rational)</li> <li>• definitions of legitimacy.</li> </ul> <p>Award marks for any other relevant points.</p> <p><b>Possible responses</b></p> <p>The following response would be awarded <b>1 mark</b> as it contains one aspect with some description (<b>1 mark</b>).</p> <p><i>Decision-making is the first face of power explained by Lukes. People who make decisions hold this type of power. Non-decision-making is Lukes' second face of power. This involves somebody having the ability to stop a decision being taken. Finally, manipulating desires is Lukes' third face of power. Here, people are being manipulated by the person who has power over them.</i></p> <p>The following response would be awarded <b>2 marks</b> as it contains one aspect with detailed description (<b>2 marks</b>).</p> <p><i>Decision-making is the first face of power explained by Lukes. People who make decisions hold this type of power. This type of power is exercised by most democratic leaders, such as prime ministers, in their decision-making.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p><i>Non-decision-making is Lukes’ second face of power. This involves somebody having the ability to stop a decision being taken or even being considered. Finally, manipulating desires is Lukes’ third face of power. This is when someone with this power can shape the desires of others and often those being manipulated do not realise that they are being manipulated to suit the aims of those in power.</i></p> <p>The following response would be awarded <b>4 marks</b> as it contains one aspect with detailed descriptions (<b>2 marks</b>) with a high degree of development based on highly relevant exemplification and detailed explanations (<b>2 marks</b>).</p> <p><i>Decision-making is the first face of power explained by Lukes. People who make decisions hold this type of power, for example MSPs. Power can be seen to be exercised in these circumstances and this is called the ‘open face’. For example, in November 2017, minimum unit pricing for alcohol was passed by MSPs.</i></p> <p><i>Non-decision-making is Lukes’ second face of power. This involves somebody having the ability to stop a decision being taken. This is when the agenda is being set and a decision is taken off the table, for example the Conservative-Liberal Democrat coalition government did not allow the devo-max option on the ballot paper during the 2014 Scottish Independence referendum. This would have given the Scottish government given full control of full fiscal powers away from Westminster.</i></p> <p><i>Manipulating desires is Lukes’ third face of power. However, in these circumstances, those being manipulated do not realise that they are being manipulated to suit the aims of those in power. For example, during the EU referendum campaign in 2016, one of the main claims made by the Leave campaign was that the UK would take back £350 million a week once it had left the EU - with the NHS receiving the money. The UK Statistics Authority has said that this was a ‘clear misuse of official statistics’ – because the figure did not factor in the money the UK gets back from the EU after paying into the budget. Another example is the position of the Remain campaign during the same referendum. Alan Johnson, the former shadow chancellor, claimed two-thirds of manufacturing jobs were dependent on EU membership after looking at outdated analysis undertaken by the Centre of Economics and Business Research (CEBR). However, more recent analysis shows that the figure is more likely to be closer to 15%. Lukes argues that this is the most insidious face of power as the powerless begin to accept their position and are not aware of their best interests.</i></p>

Question	General marking instructions	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>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example of an idea, theory, argument) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <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, for example</p> <p>The following response would be awarded <b>1 mark</b> as it is a straightforward analytical statement (<b>1 mark</b>).</p> <p><i>The concept of legitimacy is still very relevant and important today. For example, in order to stay in power in the aftermath of the general election result of 8 June 2017, Prime Minister Theresa May formed a minority Government with the 10 MPs of the Democratic Unionist Party (DUP) with a confidence and supply arrangement. The legitimacy of the Conservative government was therefore open to question. This also undermined the authority of Theresa May as Prime Minister.</i></p> <p>The following response would be awarded <b>2 marks</b> due to additional justification and supporting evidence (<b>2 marks</b>).</p> <p><i>The concept of legitimacy is still very relevant and important today. For example, in the aftermath of the general election result of 8 June 2017, Prime Minister Theresa May formed a minority Government with the 10 MPs of the Democratic Unionist Party (DUP). Her decision to call a snap election left her facing the humiliation of ending with fewer seats than when she called the vote thus further undermining her legitimacy. The Conservatives won 318 seats in the election, eight short of an overall majority which left the UK with a hung parliament. The confidence and supply arrangement with the DUP ensured that the Conservatives held a majority on key parliamentary votes in exchange for an extra £1.5 billion funding for Northern Ireland. Theresa May argued in the media that ‘it is clear that only the Conservative Party has the legitimacy and ability to provide that certainty by commanding a majority in the House of Commons’.</i></p> <p><i>Yvette Cooper, the former Labour cabinet minister questioned the PM's legitimacy going into Brexit negotiations when she tweeted: ‘Hung parliament means Brexit negotiations can't be done by a small Tory cabal.’ Her view was that Theresa May lacked the authority to implement Brexit and questioned the Conservatives’ claim to be a legitimately elected and functioning government.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p> <p><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 response would be awarded <b>1 mark</b> as it provides a straightforward if limited conclusion which attempts to deal with the central issue as identified by the question (<b>1 mark</b>).</p> <p><i>In conclusion, power, authority and legitimacy are closely linked – power is the ability to rule, authority is the right to rule and legitimacy is what generates the sense of having the right.</i></p> <p>The following response would be awarded <b>2 marks</b> as it provides a straightforward conclusion which deals with the central issue and also attempts to evaluate the statement in the question (<b>2 marks</b>).</p> <p><i>In conclusion, legitimacy is essential to understanding the distinction between power and authority. Power is the ability to rule and authority is the right to rule. Legitimacy is the difference between the two as it is what transforms power into authority. If someone in power has legitimacy then they are seen as having the authority to govern.</i></p> <p>The following response would be awarded <b>4 marks</b> as it provides a developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question (<b>4 marks</b>).</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p><b>Structure</b> Award up to <b>2 marks</b> for structure as well as development of a line of argument throughout the candidate's response.</p>		<p><i>In conclusion, it is clear that legitimacy provides the link between power and authority. For someone to have authority they must also possess legitimacy. For example, when Theresa May became Prime Minister in July 2016 she had all the formal powers of the prime minister but she did not have the same authority as other prime ministers as she had not been voted in by the people. It could be claimed that she lacked the legitimacy, or the rightfulness to rule, as she did not have the consent of the people gained by being the winner of an election. If power is the ability to get other people to do what you want them to do, authority can be seen as having the right to do this. The key to the difference between this is what creates the sense of rightfulness, which is legitimacy. In political systems where the rulers lack legitimacy (for example, by not holding fair elections), they are not seen as having the right to rule and have to rely on coercion to maintain their power. This could be exercised through threats or sanctions such as military force, or through manipulation such as control of the media.</i></p> <p><b>Structure</b> Award up to <b>2 marks</b> for structure as well as development of a line of argument throughout the candidate's response.</p> <p>For example, award high marks to answers which define the central issues(s) in the introduction, and have a clear structure with a developed line of argument. Award low or <b>0 marks</b> to answers which do not explicitly identify or address the key issue in the question, or which are poorly-structured, jumping between different parts of the question and therefore failing to develop a coherent line of argument.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
(b)	<p>Candidates must demonstrate knowledge and understanding of key features of 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 award no more than <b>13 marks</b>.</p> <p><b>Knowledge and understanding</b> Award marks 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>20</b>	<p><b>Knowledge and understanding</b> Award marks where candidates refer to the following aspects of the question.</p> <p>For example, if a candidate chooses liberalism and socialism:</p> <ul style="list-style-type: none"> <li>• background: the development of the two different ideologies. For liberalism, the impact of the enlightenment and development of rationalism. For socialism, the impact of the Industrial Revolution and development of ideas of equality</li> <li>• attitudes toward human nature (rationalism for liberalism, environmental determinism for socialism)</li> <li>• the key principles associated with liberal ideology (freedom, individualism, toleration, constitutionalism and equality of opportunity)</li> <li>• the key features associated with socialist ideology (community, class, social equality and common ownership)</li> <li>• the ideas of relevant theorists such as John Locke and Karl Marx.</li> </ul> <p>Award marks for any other relevant points.</p> <p><b>Possible responses</b> The following response would be awarded <b>1 mark</b> as it contains one aspect with some description (<b>1 mark</b>).</p> <p><i>Locke, in his work the Two Treatises of Government, saw property rights as one of the essential natural rights. Marx, in his work Das Kapital, argued that common ownership was essential to reducing inequality.</i></p> <p>The following response would be awarded <b>2 marks</b> as it contains one aspect with detailed description (<b>2 marks</b>).</p> <p><i>Locke, in his work the Two Treatises of Government, saw property rights as one of the essential natural rights. For liberals, private property acts as an incentive and enables individuals to reap the benefits of their hard work. Marx, in his work Das Kapital, argued that common ownership was essential to reducing inequality. Marx argued that common ownership was preferable to private property because he felt that the bourgeoisie accumulated more and more property over time resulting in the rich owning all of the property.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>The following response would be awarded <b>4 marks</b> as it contains one aspect with detailed descriptions (<b>2 marks</b>) with a high degree of development based on highly relevant exemplification and detailed explanations (<b>2 marks</b>).</p> <p><i>Locke, in his work the Two Treatises of Government, saw property rights as one of the essential natural rights. Locke termed these the ‘natural rights’ as he believed they were God-given and all human beings were entitled to these. For liberals, private property acts as an incentive and enables individuals to reap the benefits of their hard work. For example, the idea of the American Dream was built on the notion of rewarding individuals for their hard work.</i></p> <p><i>Marx, in his work Das Kapital, argued that common ownership was essential to reducing inequality. Marx argued that common ownership was preferable to private property because he felt that the bourgeoisie accumulated more and more property over time resulting in the rich owning all of the property. As a result, socialism has been associated with policies such as nationalisation of industry. For example, the Atlee government nationalised key industries such as railways, steel and coal.</i></p>

Question	General marking instructions	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>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example of an idea, theory, argument) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <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>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p><b>Analysis</b> Award up to <b>6 marks</b> for answers that provide a high degree of analytical commentary, for example</p> <p>The following response would be awarded <b>1 mark</b> as it is a straightforward analytical statement (<b>1 mark</b>).</p> <p><i>Consequently, liberals and socialists have very different views on private property. Liberals believe it acts as an incentive for individuals and produces positive outcomes. On the other hand socialists believe it creates inequality between different groups in society. Therefore, private property is viewed positively by liberals and negatively by socialists.</i></p> <p>The following response would be awarded <b>2 marks</b> due to additional justification and supporting evidence.</p> <p><i>Consequently, liberals and socialists have very different views on private property. Liberals believe it acts as an incentive for individuals and produces positive outcomes. This reflects the basic liberal beliefs that humans are self-interested individuals who will be incentivised by being able to accumulate their own property. On the other hand socialists believe it creates inequality between different groups in society. Socialists believe that the ability to accumulate private property leads to the exploitation of the working class by the bourgeoisie. Therefore, private property is viewed positively by liberals and negatively by socialists.</i></p>

Question	General marking instructions	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: the extent to which a view is supported by the evidence:</p> <ul style="list-style-type: none"> <li>• the relative importance of factors</li> <li>• counter-arguments, including possible alternative interpretations</li> <li>• the overall impact/significance of the factors when taken together.</li> </ul> <p>Although some candidates may offer a summative conclusion, many candidates will develop detailed conclusions throughout their answers and these should also be credited accordingly.</p>		<p><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 response would be awarded <b>1 mark</b> as it provides a straightforward if limited conclusion which attempts to deal with the central issue as identified by the question (<b>1 mark</b>).</p> <p><i>In conclusion, although they do have some similarities the two ideologies differ to a large extent.</i></p> <p>The following response would be awarded <b>2 marks</b> as it provides a straightforward conclusion which deals with the central issue and also attempts to evaluate the statement in the question (<b>2 marks</b>).</p> <p><i>In conclusion, although they do have some similarities the two ideologies differ to a large extent. These two ideologies share a generally positive outlook on human nature but they differ significantly on the role of the individual, the benefits of private property and the role of the state.</i></p> <p>The following response would be awarded <b>4 marks</b> as it provides a developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question (<b>4 marks</b>).</p> <p><i>In conclusion, although they do have some similarities the two ideologies differ to a large extent. These two ideologies share a generally positive outlook on human nature but they differ significantly on the role of the individual, the benefits of private property and the role of the state. Indeed, one of the clearest areas of differences between socialism and liberalism is over the role of the state. Liberals believe that the state should play a minimal role, being limited to the protection of natural rights alone. On the other hand, socialists envisage the state playing a significant role in society and the economy with the goal of eradicating inequality. Socialists believe in equality of outcome whereas liberals' belief is limited to equality of opportunity. Another significant area of difference is that socialists adhere to collectivism whilst liberalism concentrates on the individual. Liberalism is based on the belief that individuals should be granted as much freedom to pursue their own self-interest. On the other hand, socialists would argue that by taking collective action a more just and fairer society can be created. This is probably the single most significant area of difference between the two ideologies.</i></p>

Question	General marking instructions	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><b>Structure</b> Award up to <b>2 marks</b> for structure as well as development of a line of argument throughout the candidate's response.</p> <p>For example, award high marks to answers which define the central issues(s) in the introduction, and have a clear structure with a developed line of argument. Award low or <b>0 marks</b> to answers which do not explicitly identify or address the key issue in the question, or which are poorly-structured, jumping between different parts of the question and therefore failing to develop a coherent line of argument.</p>

Section 2 – Political systems

Question		General marking instructions	Max mark	Specific marking instructions for this question
2.	(a)	<p>Candidates must demonstrate knowledge and understanding of key features of political systems, as appropriate to the question, and any links between them.</p> <p><b>Knowledge and understanding:</b> Award marks 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>	20	<p><b>Knowledge and understanding</b> Award marks where candidates refer to the following aspects of the question.</p> <p>For example, if a candidate chooses the UK and USA:</p> <ul style="list-style-type: none"> <li>• position of the executive branch in respective constitutional arrangements (separation of powers, check and balances, Federalism, unitary state)</li> <li>• formal and informal powers available to the President and Prime Minister (hire and fire, patronage, use of advisors, royal prerogatives, executive orders)</li> <li>• control of the legislature (party leader, majority or minority status, role of the party whips, position of separate chambers)</li> <li>• role and importance of the Cabinet in the policy making process (primus inter pares, Presidential domination, Cabinet sub-committees, collective responsibility, setting the agenda).</li> </ul> <p>Award marks for any other relevant points.</p> <p><b>Possible responses</b> The following response would be awarded <b>1 mark</b> as it contains one aspect with some description (<b>1 mark</b>).</p> <p><i>The UK Prime Minister operates within a collective cabinet system of government in which they are sometimes referred to as only first among equals. The US President has a Cabinet but they serve only at the behest of the President as the Constitution states that all executive power shall be vested in the President.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>The following response would be awarded <b>2 marks</b> as it contains one aspect with detailed description (<b>2 marks</b>).</p> <p><i>The UK Prime Minister operates within a collective cabinet system of government in which they are sometimes referred to as only first among equals. Prime Ministers have the ability to ‘hire and fire’ members of the Cabinet. Through this they can ensure the Cabinet is comprised of supporters. This may increase the chances of the Cabinet supporting the policies advocated by the Prime Minister.</i></p> <p><i>The US President has a Cabinet but they serve only at the behest of the President as the Constitution states that all executive power shall be vested in the President. The President has to secure the confirmation from the Senate for Cabinet appointments, however once appointed they are there to serve the President and not act on their own behalf. It has been the case in the past that the Cabinet has been so insignificant that the President rarely meets some members of his Cabinet.</i></p> <p>The following response would be awarded <b>4 marks</b> as it contains one aspect with detailed descriptions (<b>2 marks</b>) with a high degree of development based on highly relevant exemplification and detailed explanations (<b>2 marks</b>).</p> <p><i>The UK Prime Minister operates within a collective Cabinet system of government in which they are sometimes referred to as only first among equals. Prime Ministers have the ability to ‘hire and fire’ members of the Cabinet. Through this they can ensure the Cabinet is comprised of supporters. This may increase the chances of the Cabinet supporting the policies advocated by the Prime Minister. Recently Boris Johnson appointed a number of close supporters to ensure Cabinet support for his approach to Brexit, for example Dominic Raab was appointed as Foreign Secretary. However, some Prime Ministers feel they have to appoint senior politicians from factions within their own party. John Major’s Cabinet was very divided over issues like Europe but he felt he could not sack those who opposed his views due to their support within the Conservative Party. During the coalition government David Cameron had to make Nick Clegg his deputy PM and all policy decisions had to be agreed between them as he did not have a majority in parliament.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p><i>The US President has a Cabinet but they serve only at the behest of the President as the Constitution states that all executive power shall be vested in the President. The President has to secure the confirmation from the Senate for Cabinet appointments, however once appointed they are there to serve the President and not act on their own behalf. It has been the case in the past that the Cabinet has been so insignificant that the President rarely meets some members of his Cabinet. Already Donald Trump has removed a number of Cabinet members as he did not think they were supporting his agenda, these have included his Defence Secretary, the Attorney General and his Secretary of State.</i></p>

Question	General marking instructions	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>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example of an idea, theory, argument) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <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>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p><b>Analysis</b> Award up to <b>6 marks</b> for answers that provide a high degree of analytical commentary, for example The following response would be awarded <b>1 mark</b> as it is a straightforward analytical statement (<b>1 mark</b>).</p> <p><i>It could be argued that the US President has much greater control over his Cabinet than the British Prime Minister. The role of the Cabinet in the US is to advise the President. They do not have effective policy making roles independent of the President. Many decisions taken are decided by the President and his advisors without the input from Cabinet members. The members of the Cabinet are expected to carry these out. In the UK the Cabinet is expected to operate collectively and the Prime Minister may have difficulty getting their Cabinet to agree a specific policy due to opposition from within the Cabinet.</i></p> <p>The following response would be awarded <b>2 marks</b> due to additional justification and supporting evidence (<b>2 marks</b>).</p> <p><i>It could be argued that the US President has much greater control over his Cabinet than the British Prime Minister. The role of the Cabinet in the US is to advise the President. They do not have effective policy making roles independent of the President. Many decisions taken are decided by the President and his advisors without the input from Cabinet members. The members of the Cabinet are expected to carry these out. In the UK the Cabinet is expected to operate collectively and the Prime Minister may have difficulty getting their Cabinet to agree a specific policy due to opposition from within the Cabinet. This may particularly be the case when a Prime Minister does not feel they can sack opponents within the Cabinet. For example, Gordon Brown refused to support the UK joining the Euro when Tony Blair considered it early in his term as Prime Minister. In fact on a number of occasions it was felt that Gordon Brown and his own supporters in the Cabinet were actively blocking reforms supported by Tony Blair.</i></p>

Question	General marking instructions	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><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 response would be awarded <b>1 mark</b> as it provides a straightforward if limited conclusion which attempts to deal with the central issue as identified by the question (<b>1 mark</b>).</p> <p><i>Overall the powers of the President and Prime Minister are different as the Prime Minister may have a number of advantages that enables them to more effectively make policy than the US President.</i></p> <p>The following response would be awarded <b>2 marks</b> as it provides a straightforward conclusion which deals with the central issue and also attempts to evaluate the statement in the question (<b>2 marks</b>).</p> <p><i>Overall the powers of the President and Prime Minister are quite different as the Prime Minister may have a number of advantages that enables them to more</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<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><i>effectively make policy than the US President. The UK Prime Minister can be said to be more powerful than the US President as they lack a number of barriers that the US President faces due to the constitutional arrangements in the US.</i></p> <p>The following response would be awarded <b>4 marks</b> as it provides a developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question (<b>4 marks</b>).</p> <p><i>Overall the policy making powers of the President and Prime Minister are quite different as the Prime Minister may have a number of advantages that enable them to more effectively make policy than the US President. The UK Prime Minister can be said to be more powerful than the US President as they lack a number of barriers that the US President faces due to the constitutional arrangements in the US. In the US the President's actions and policies may be overruled by the courts (particularly the Supreme Court) as when the courts declared Trump's travel ban illegal. In addition the US President may not have a majority in one or both chambers of Congress. If this is the case they will be unable to pass legislation through Congress. The Prime Minister on the other hand is often the leader of the largest party in parliament and often has a majority. As a result they can pass legislation without this being blocked by the opposition. Also in the UK, as parliament is supreme the courts cannot invalidate acts of parliament.</i></p> <p><i>However, on the other hand if the circumstances are different the UK Prime Minister can be in a much weaker position. For example, if they do not have a majority in parliament they will be limited in what laws they can pass. In addition if there are big divisions in Cabinet these will be a further barrier that the US President does not face. This has been more common in recent years with the coalition government under David Cameron and also the limits that have faced Theresa May which eventually resulted in her resignation.</i></p>

Question			General marking instructions	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><b>Structure</b> Award up to <b>2 marks</b> for structure as well as development of a line of argument throughout the candidate's response.</p> <p>For example, award high marks to answers which define the central issues(s) in the introduction, and have a clear structure with a developed line of argument. Award low or <b>0 marks</b> to answers which do not explicitly identify or address the key issue in the question, or which are poorly-structured, jumping between different parts of the question and therefore failing to develop a coherent line of argument.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
(b)	<p>Candidates must demonstrate knowledge and understanding of key features of political systems, as appropriate to the question, and any links between them.</p> <p>Candidates must address both the origin and passage of legislation to gain full marks; otherwise award no more than <b>13 marks</b>.</p> <p><b>Knowledge and understanding</b> Award marks 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>20</b>	<p><b>Knowledge and understanding</b> Award marks where candidates refer to the following aspects of the question.</p> <p>For example, if a candidate chooses the UK and USA:</p> <ul style="list-style-type: none"> <li>• origin of legislation in the UK and USA – in the UK most bills are government bills and there are few opportunities for the 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 the UK (standing committees) and USA (select committees)</li> <li>• Executive influence on the legislative process, including party discipline and the role of whips</li> <li>• position of the Head of State in the legislative process</li> <li>• status of different chambers within both political systems.</li> </ul> <p>Award marks for any other relevant points.</p> <p><b>Possible responses</b> The following response would be awarded <b>1 mark</b> as it contains one aspect with some description (<b>1 mark</b>).</p> <p><i>In the UK the Head of State has a limited and mainly ceremonial role in the passage of legislation. The US President has a much greater influence as they can block bills passed by Congress by using their veto. However, Congress can over-ride this with 2/3 majorities.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>The following response would be awarded <b>2 marks</b> as it contains one aspect with detailed description (<b>2 marks</b>).</p> <p><i>In the UK the Head of State has a limited and mainly ceremonial role in the passage of legislation. The Queen must give her royal assent to legislation before it can become an Act of Parliament, however, this is in effect a formality. The US President has a much greater influence as they can block bills passed by Congress by using their veto. The President can decide to directly block legislation he does not agree with or can delay signing it (known as a pocket veto). However, Congress can over-ride a Presidential veto with 2/3 majorities, though it is rarely the case that there are enough votes in Congress to achieve this.</i></p> <p>The following response would be awarded <b>4 marks</b> as it contains one aspect with detailed descriptions (<b>2 marks</b>) with a high degree of development based on highly relevant exemplification and detailed explanations (<b>2 marks</b>).</p> <p><i>In the UK the Head of State has a limited and mainly ceremonial role in the passage of legislation. The Queen must give her royal assent to legislation before it can become an Act of Parliament, however, this is in effect a formality. The US President has a much greater influence as they can block bills passed by Congress by using their veto. The President can decide to directly block legislation he does not agree with or can delay signing it (known as a pocket veto). However, Congress can over-ride a Presidential veto with 2/3 majorities, though it is rarely the case that there are enough votes in Congress to achieve this. There have been a number of occasions where the US President has blocked legislation they have disagreed with. Barack Obama vetoed attempts by the Republicans to dismantle his healthcare law. This is a significant power for the US President as it enables him either to stop legislation passed by Congress or, as a result of the threat of a veto, it can force legislation to be changed so that it is more acceptable to the President.</i></p>

Question	General marking instructions	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>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example of an idea, theory, argument) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <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>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p><b>Analysis</b> Award up to <b>6 marks</b> for answers that provide a high degree of analytical commentary, for example</p> <p>The following response would be awarded <b>1 mark</b> as it is a straightforward analytical statement (<b>1 mark</b>).</p> <p><i>The Head of State in the US has a much greater influence on the passage of legislation. The US President can actively block legislation but in the UK the role of the Head of State is more ceremonial rather than having any real power.</i></p> <p>The following response would be awarded <b>2 marks</b> due to additional justification and supporting evidence (<b>2 marks</b>).</p> <p><i>The Head of State in the US has a much greater influence on the passage of legislation. The US President can actively block legislation but in the UK the role of the Head of State is more ceremonial rather than having any real power. In the UK it is now an accepted convention that the monarch will automatically sign legislation that has passed through Parliament. However in the US, the President has the option of vetoing legislation or allowing legislation to expire through what is known as the ‘pocket veto’.</i></p>

Question	General marking instructions	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 response would be awarded <b>1 mark</b> as it provides a straightforward if limited conclusion which attempts to deal with the central issue as identified by the question (<b>1 mark</b>).</p> <p><i>Both the origin and passage of legislation is significantly different between the UK and the US as there is much greater role by the government in the UK.</i></p> <p>The following response would be awarded <b>2 marks</b> as it provides a straightforward conclusion which deals with the central issue and also attempts to evaluate the statement in the question (<b>2 marks</b>).</p> <p><i>Both the origin and passage of legislation is significantly different between the UK and the US as there is much greater control of legislation by the government in the UK. The vast majority of legislation in the UK comes from the government and there are very few options for individual MPs to successfully initiate legislation that the government does not support. This is quite different to the US where any member of Congress can pass legislation and this can be passed without support from the executive if enough members of Congress support it.</i></p> <p>The following response would be awarded <b>4 marks</b> as it provides a developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question (<b>4 marks</b>).</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p><b>Structure</b> Award up to 2 marks for the structure of the essay as well as the development of a line of argument throughout the candidate's response.</p>		<p><i>Both the origin and passage of legislation is significantly different between the UK and the US as there is much greater control of legislation by the government in the UK. The vast majority of legislation in the UK comes from the government and there are very few options for individual MPs to successfully initiate legislation that the government does not support. This is quite different to the US where any member of Congress can pass legislation and this can be passed without support from the executive if enough members of Congress support it. In addition, in Congress, parties have little control over their representatives. Party whips in Congress do not have as much power as in the UK. As voters directly select candidates in primaries, representatives owe their loyalty to local voters rather than the leadership of parties. This is quite different to the UK where 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, due to the party whip system. Even in the UK second chamber, the House of Lords can only hold up legislation whereas any of the two chambers in the US can block legislation. There may be superficial similarities in that both systems have similar looking stages and roles for committees but this disguises where real power lies.</i></p> <p><b>Structure</b> Award up to <b>2 marks</b> for structure as well as development of a line of argument throughout the candidate's response.</p> <p>For example, award high marks to answers which define the central issues(s) in the introduction, and have a clear structure with a developed line of argument. Award low or <b>0 marks</b> to answers which do not explicitly identify or address the key issue in the question, or which are poorly-structured, jumping between different parts of the question and therefore failing to develop a coherent line of argument.</p>

Section 3 – Political parties and elections

Question		General marking instructions	Max mark	Specific marking instructions for this question
3.	(a)	<p>Candidates must demonstrate knowledge and understanding of the sociological model in explaining voting behaviour.</p> <p><b>Knowledge and understanding</b> Award marks 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> Award marks where candidates refer to the following aspects of the question:</p> <ul style="list-style-type: none"> <li>• the role of social class in influencing voting behaviour</li> <li>• factors leading to class de-alignment</li> <li>• other socio-economic factors such as age, gender, region.</li> </ul> <p>Award marks for any other relevant points.</p> <p><b>Possible responses</b> The following response would be awarded <b>1 mark</b> as it contains one relevant aspect with some description (<b>1 mark</b>).</p> <p><i>The sociological model is based on the idea that voters would favour a party based on their social groupings, for example this could be their age. Those from 70+ are likely to vote for the Conservatives and 18–29 more likely to vote Labour.</i></p> <p>The following response would be awarded <b>2 marks</b> as it contains one relevant aspect with detailed description (<b>2 marks</b>).</p> <p><i>The sociological model is based on the idea that voters would favour a party based on their social groupings, for example this could be their age. Those from 70+ are likely to vote for the Conservatives and 18–29 more likely to vote Labour. Evidence from the 2017 general election suggests that for every ten years older a voter is, their chance of voting Conservative increases by around nine points and the chance of them voting Labour decreases by nine points. The tipping point, that is the age at which a voter is more likely to have voted Conservative than Labour, is now 47.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>The following response would be awarded <b>4 marks</b> as it contains one relevant aspect with detailed description (<b>2 marks</b>) and detailed development with exemplification and explanation (<b>2 marks</b>).</p> <p><i>The sociological model is based on the idea that voters would favour a party based on their social groupings, for example this could be their age. With those from 70+ more likely to vote for the Conservatives and 18-29 more likely to vote Labour.</i></p> <p><i>Evidence from the 2017 general election suggests that for every ten years older a voter is, their chance of voting Conservative increases by around nine points and the chance of them voting Labour decreases by nine points. The tipping point, that is the age at which a voter is more likely to have voted Conservative than Labour, is now 47.</i></p> <p><i>This has been the case for several elections with the Conservatives consistently winning the vote of the older generations. In 2005 the Conservatives had a lead of six percentage points in the over 65 category. This massively increased within ten years to 24 percentage points and this upward trend continued into the 2017 election with the Tories leading Labour by 36 points. It is no coincidence that the Conservatives pitched policies that targeted the 65+ group such as the triple pensions lock guaranteeing an increase of pensions by a minimum of 2.5% and increasing the threshold for inheritance tax to £1 million. This shows that the Conservatives are aware that age has a large influence on voting behaviour.</i></p>

Question	General marking instructions	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>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example, of an idea, theory, argument) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <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>2 marks</b> for analytical comments that evaluate the importance of the sociological model. To gain <b>4 marks</b> candidates must make analytical comments on each of the aspects covered in their answer, otherwise award a <b>maximum of 3 marks</b>.</p> <p>The following response would be awarded <b>1 mark</b> as it is a straightforward analytical comment (<b>1 mark</b>).</p> <p><i>It is clear to see that the sociological model no longer holds the importance that it did in previous years. The support for the two main parties has declined from over 95% in the 1950's to around 65% in 2010. There has been an increase in support for smaller parties who attract voters across all classes.</i></p> <p>The following response would be awarded <b>2 marks</b> as it is a more detailed analytical comment with supporting evidence provided (<b>2 marks</b>).</p> <p><i>It is clear to see that the sociological model no longer holds the importance that it did in previous years. The support for the two main parties has declined from over 95% in the 1950s to around 65% in 2010. There has been an increase in support for smaller parties who attract voters across all classes. During this period the number of A, B and C1 voters supporting the Conservatives has fallen below 50% and in 1997 Labour actually achieved a higher level of support in the C1 category than the Conservatives did. The number of C2, D and E voters supporting Labour has also declined. Furthermore, the Lib Dems show that social class is not necessarily a major factor as in 2017 they managed to gain roughly equal support across all classes.</i></p>

Question	General marking instructions	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, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p> <p>For full marks, candidates must make analytical comments on all aspects of the issue identified in the question.</p>		

Question	General marking instructions	Max mark	Specific marking instructions for this question
(b)	<p>Candidates must demonstrate knowledge and understanding of the dominant ideas of a political party.</p> <p><b>Knowledge and understanding</b> Award marks 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 maximum of 8 marks for knowledge and understanding.</p>	12	<p><b>Knowledge and understanding</b> Award marks where candidates refer to the following aspects of the question.</p> <p>For example, if a candidate chooses Freedom, Fairness and Trust from the Liberal Democrat campaign 2005 as the dominant ideas:</p> <ul style="list-style-type: none"> <li>• strengthen regional democracy/power</li> <li>• promoting UK in Europe, the World and opposition to the war in Iraq</li> <li>• defending personal liberties, such as opposition to ID cards</li> <li>• more proportional electoral system</li> <li>• commitment to scrap tuition fees.</li> </ul> <p>Award marks for any other relevant points.</p> <p><b>Possible responses</b> The following response would be awarded 1 mark as it contains one relevant aspect with some description (1 mark).</p> <p><i>In 2005 the Liberal Democrat campaign was based around the themes of Freedom, Fairness and Trust. The Lib Dems promised to introduce proportional electoral systems around the UK. This was to persuade voters that a vote for the Lib Dems was a vote for fairer representation.</i></p> <p>The following response would be awarded 2 marks as it contains one relevant aspect with detailed description (2 marks).</p> <p><i>In 2005 the Liberal Democrat campaign was based around the themes of Freedom, Fairness and Trust. The Lib Dems promised to introduce proportional electoral systems around the UK. This was to persuade voters that a vote for the Lib Dems was a vote for fairer representation. Charles Kennedy campaigned to bring in proportional representation such as STV to all local, UK, Scottish and Welsh elections. This was a direct attack on the governing Labour Party as they had received only 4 out of 10 votes in the last election yet picked up a majority of seats.</i></p> <p>The following response would be awarded 4 marks as it contains one relevant aspect with detailed description (2 marks), and detailed development with exemplification and explanation (2 marks).</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p><i>In 2005 the Liberal Democrat campaign was based around the themes of Freedom, Fairness and Trust. The Lib Dems promised to introduce proportional electoral systems around the UK. This was to persuade voters that a vote for the Lib Dems was a vote for fairer representation. Charles Kennedy campaigned to bring in proportional representation such as STV to all local, UK, Scottish and Welsh elections. This was a direct attack on the governing Labour Party as they had received only 4 out of 10 votes in the last election yet picked up a majority of seats. This idea had long been a Lib Dem policy but had received added attention in this election due to the Lib Dems receiving almost 20% of votes in 2001 but less than 8% of seats. The Scottish Liberal Democrats had also secured a change to the local council electoral system due to their role in the Scottish coalition executive. Furthermore, the Lib Dems argued for fairer representation in the European Parliament by promising to allow people to vote for their MEP personally rather than voting just for a party which in their opinion gave the political parties too much power. The Lib Dems argued that a change of electoral systems would bring about a fairer society and increase trust in politicians.</i></p>

Question	General marking instructions	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>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example, of an idea, theory, argument) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <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 possible</li> <li>• 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>2 marks</b> for analytical comments that evaluate the electoral impact of the dominant ideas of a political party. To gain <b>4 marks</b> candidates must make analytical comments on each of the aspects covered in their answer, otherwise award a <b>maximum of 3 marks</b>.</p> <p>The following response would be awarded <b>1 mark</b> as it is a straightforward analytical comment (<b>1 mark</b>).</p> <p><i>The focus on opposition to the Iraq war proved to be particularly successful for the Lib Dems. In the 2005 election they attracted support particularly from young voters who were disillusioned with the Labour Government's intervention in Iraq. This resulted in the Lib Dems increasing their number of MPs from 52 in 2001 to 62 in 2005.</i></p> <p>The following response would be awarded <b>2 marks</b> as it is a more detailed analytical comment with supporting evidence provided (<b>2 marks</b>).</p> <p><i>The focus on opposition to the Iraq war proved to be particularly successful for the Lib Dems. In the 2005 election they attracted support particularly from young voters who were disillusioned with the Labour Government's intervention in Iraq. This resulted in the Lib Dems increasing their number of MPs from 52 in 2001 to 62 in 2005. They also increased their share of the vote to 22%.</i></p> <p><i>Opinion polls had shown that there was significant discontentment from specific groups of voters to the war in Iraq. The Lib Dems were the only major UK party to express opposition to intervention in Iraq during the course of the 2005 campaign. This was attributed to the success of the Lib Dems in seats with high student populations such as Sheffield Hallam.</i></p>

Question	General marking instructions	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, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p> <p>For full marks, candidates must make analytical comments on all aspects of the issue identified in the question.</p>		

Question	General marking instructions	Max mark	Specific marking instructions for this question
(c)	<p>Candidates must demonstrate knowledge and understanding of key features of two political systems, adopting a comparative approach as appropriate to the question.</p> <p><b>Knowledge and understanding</b> Award marks 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> Award marks where candidates refer to the following aspects of the question:</p> <ul style="list-style-type: none"> <li>• canvassing</li> <li>• mobilising local turnout</li> <li>• grassroots campaigns</li> <li>• leafletting</li> <li>• the work of local parties and campaign volunteers.</li> </ul> <p>Award marks for any other relevant points.</p> <p><b>Possible responses</b> The following response would be awarded <b>1 mark</b> as it contains one aspect with some description. <b>(1 mark)</b></p> <p><i>Political parties will often devote resources to canvassing. This involves part workers often going door to door to make contact with voters with the aim of persuading them to vote for the party, addressing the opposing parties attack lines or encouraging voter to turn out to vote.</i></p> <p>The following response would be awarded <b>2 marks</b> as it as it contains one aspect with detailed description. <b>(2 marks)</b></p> <p><i>Political parties will often devote resources to canvassing. This involves part workers often going door to door to make contact with voters with the aim of persuading them to vote for the party, addressing the opposing parties attack lines or encouraging voter to turn out to vote. Canvassers may also use this as an opportunity to assesses levels of support for a party in an area. It can be also be used to identify undecided voters who may be further contacted by additional canvassers or other ways such as mails shots or calls from phone banks.</i></p> <p>The following response would be awarded <b>3 marks</b> as it contains one aspect with detailed description <b>(2 marks)</b> and development with exemplification. <b>(1 mark)</b></p> <p><i>Political parties will often devote resources to canvassing. This involves part workers often going door to door to make contact with voters with the aim of persuading them to vote for the party, addressing the opposing parties attack lines or encouraging voter to turn out to vote. Canvassers may also use this as an opportunity to assesses levels of support for a party in an area. It can be also be used to identify undecided voters who may be further contacted by additional canvassers or other ways such as mails shots or calls from phone banks.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p><i>Canvassing is seen as effective by parties as it is based on direct contact with voters and it enables party workers to address the specific concerns of voters directly. Canvassers can also communicate key policies and explain why it may be in their interest to voter for their party.</i></p> <p>The following response would be awarded <b>4 marks</b> as it contains one aspect with detailed description (<b>2 marks</b>) and detailed development based on relevant explanation and relevant exemplification (<b>1 mark</b>)</p> <p><i>Political parties will often devote resources to canvassing. This involves part workers often going door to door to make contact with voters with the aim of persuading them to vote for the party, addressing the opposing parties attack lines or encouraging voter to turn out to vote. Canvassers may also use this as an opportunity to assesses levels of support for a party in an area. It can be also be used to identify undecided voters who may be further contacted by additional canvassers or other ways such as mails shots or calls from phone banks.</i></p> <p><i>Canvassing is seen as effective by parties as it is based on direct contact with voters and it enables party workers to address the specific concerns of voters directly. Canvassers can also communicate key policies and explain why it may be in their interest to voter for their party. The Labour grassroots campaigning organisation, Momentum, recruited and trained large numbers of volunteers so they could extend the reach of their message in the 2017 UK election and Labour has focused on using local canvassing as one of their key strategies in persuading voters. Momentum in addition supported this by directing canvassers to target marginal seats through their My Nearest Marginal Campaign.</i></p>

Question	General marking instructions	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. Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example, of an idea, theory, argument) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <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>2 marks</b> for analytical comments. To gain <b>4 marks</b> candidates must make analytical comparative comments on each of the aspects covered in their answer, otherwise award a <b>maximum of 3 marks</b>.            The following response would be awarded <b>1 mark</b> as it is a straightforward analytical comment. <b>(1 mark)</b></p> <p><i>Canvassing can be a very effective and cost-efficient way to increase support for a political party compared to other strategies such as media campaigns that may cost millions of pounds. This is because they rely on volunteers who are willing to give up their time rather than paying for media coverage. This would appear to be an effective strategy for a party like Labour who has a very big mass membership but with less financial resources than the Conservatives.</i></p> <p>The following response would be awarded <b>2 marks</b> as it is a detailed analytical comment with supporting evidence provided. <b>(2 marks)</b></p> <p><i>Canvassing can be a very effective and cost-efficient way to increase support for a political party compared to other strategies such as media campaigns that may cost millions of pounds. This is because they rely on volunteers who are willing to give up their time rather than paying for media coverage. This would appear to be an effective strategy for a party like Labour who has a very big mass membership but with less financial resources than the Conservatives. However, to be effective canvassers need to be trained and targeted at the correct voters. Poorly organised canvassing can severely limit the effectiveness of this strategy and this was identified by Labour’s analysis of their defeat in 2019. The report identified that their canvassing was not targeted effectively at marginal seats with very low contact rates in key marginals and also a lack of trained canvassers able to both encourage voters to turn out and address the attack lines of other parties. These severely limited the effectiveness of Labour’s use of canvassing as a core campaigning strategy.</i></p>

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	<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, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p> <p>For full marks, candidates must make analytical comments on all aspects of the issue identified in the question.</p>		

[END OF MARKING INSTRUCTIONS]