



National  
Qualifications  
2023

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**2023 Politics**

**Paper 1**

**Higher**

**Finalised Marking Instructions**

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## General marking principles for Higher Politics

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

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

### Marking principles for each question type

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

The types of questions used in this paper are:

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

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

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

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

**Analyse questions**

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

**Compare questions**

- Candidates identify differences and/or similarities.

**Evaluate questions**

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

**Discuss questions**

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

**To what extent questions**

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

General marking guidelines for 20-mark extended responses

	1 mark	2 marks	3 marks	4 marks	5 marks	6 marks
<p><b>Knowledge and understanding scope</b></p> <p>Award up to <b>5 marks.</b></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></p> <p>Award up to <b>5 marks.</b></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 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></p> <p>Award up to <b>6 marks.</b></p>	<p>Award <b>1 mark</b> for each analytical statement which analyses the aspects in terms of the question.</p> <p>Award up to a <b>maximum of 2 marks</b> for an analytical statement which is developed further or has additional supporting justification or evidence.</p> <p>Award a <b>maximum of 4 marks</b> 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 12-mark extended responses

	1 mark	2 marks	3 marks	4 marks
<p><b>Knowledge and understanding scope</b></p> <p>Award up to 4 marks.</p>	<p>One aspect, with some description.</p>	<p>Two aspects, each with some description. <b>OR</b> One aspect, with detailed description.</p>	<p>Three aspects, each with some description. <b>OR</b> Two aspects, one with detailed description.</p>	<p>Three aspects, two with detailed description. <b>OR</b> Two aspects, each with detailed description – these should include the key points.</p>
<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>	<p>One aspect is developed, with some explanation and/or exemplification.</p>	<p>Two aspects are developed, each with some explanation and/or exemplification. <b>OR</b> One aspect is developed with detailed explanation and/or exemplification.</p>	<p>Three aspects are developed, with some explanation and/or exemplification. <b>OR</b> Two aspects developed, one with detailed explanation and/or exemplification.</p>	<p>Three aspects developed, two with detailed explanation and/or exemplification. <b>OR</b> Two aspects are developed, with extended explanation and relevant exemplification.</p>
<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>	<p>One relevant and accurate analytical comment.</p>	<p>Two different relevant and accurate analytical comments. <b>OR</b> One extended and/or justified/exemplified relevant analytical comment.</p>	<p>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.</p>	<p>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.</p>

Marking instructions for each question

Section 1 – Political theory

Question		General marking instructions	Max mark	Specific marking instructions for this question
1.	(a)	<p>Candidates must demonstrate knowledge and understanding of key features of political concepts, ideologies or theories as appropriate to the question, and any links between them.</p> <p><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></p> <p>Award marks where candidates refer to the following aspects of the question:</p> <ul style="list-style-type: none"> <li>• traditional authority: for example, monarchy based on long-standing custom and traditions</li> <li>• charismatic authority: authority derived from the special qualities of an individual and their ability to influence others, for example, Ghandi, Trump and Hitler</li> <li>• legal-rational authority: based on formal set of rules which give those who hold the authority the right to command others, for example, the acceptance of a government seen to have won power through democratic elections.</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 limited description.</p> <p><i>Another of Max Weber’s classifications of types of authority is traditional authority. This is when people choose to obey leaders based on customs and traditions passed down through time.</i></p> <p>The following response would be awarded <b>2 marks</b> as it contains one relevant aspect with more detailed description.</p> <p><i>Another of Max Weber’s classifications of types of authority is traditional authority. This is when people choose to obey leaders based on customs and traditions passed down through time. This could be authority passed through generations of families or authority given based on religious traditions. This type of authority relies on the unquestioning acceptance of the customs and expects each new leader to have the same loyalty and respect as the previous leader.</i></p> <p>The following response would be awarded <b>3 marks</b> as it contains one relevant aspect with detailed description (<b>2 marks</b>) and exemplification. (<b>1 mark</b>)</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><i>Another of Max Weber's classifications of types of authority is traditional authority. This is when people choose to obey leaders based on customs and traditions passed down through time. This could be authority passed through generations of families or authority given based on religious traditions. This type of authority relies on the unquestioning acceptance of the customs and expects each new leader to have the same loyalty and respect as the previous leader. For example, the Saudi Arabian royal family have ruled almost continuously since the 1700s. The current king, Salman of Saudi Arabia, is the sixth son of King Abdulaziz to rule the country. Each of the kings have expected the same loyalty from their subjects as the previous king had.</i></p> <p><b>Analysis</b> Award up to <b>2 marks</b> for analytical comments on the relevance of Weber's classifications of authority. To gain <b>4 marks</b> candidates must make analytical comments on at least two aspects covered in their answer otherwise <b>award a maximum of 3 marks.</b></p> <p>The following response would be awarded <b>1 mark</b> as it is a straightforward analytical comment.</p> <p><i>Weber's charismatic authority has been suggested to be dangerous as it rarely has any legal limits in place. Often the leader will use the cult of personality to justify their own decisions or beliefs often at the peril of a minority group.</i></p> <p>The following response would be awarded <b>2 marks</b> as it is a detailed analytical comment with supporting evidence provided.</p> <p><i>Weber's charismatic authority has been suggested to be dangerous as it rarely has any legal limits in place. Often the leader will use the cult of personality to justify their own decisions or beliefs often at the peril of a minority group. This has been seen numerous times throughout political history with Hitler being a prominent example. He used his cult of personality to manipulate the German people into accepting the persecution of many minority groups including the Jews, Roma and Sinti people. Under the Law for the Prevention of Offspring with Hereditary Defects of 14 July 1933, Roma women were sterilised against their will. This was to align with Hitler's plan to ensure the promotion of the Aryan race.</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 key features of political concepts, ideologies or theories as appropriate to the question, and any links between them.</p> <p><b>Knowledge and understanding</b> 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></p> <p>Award marks where candidates refer to the following aspects of the question:</p> <ul style="list-style-type: none"> <li>• people make decisions and are able to participate fully in the political process</li> <li>• heightens the control of citizens</li> <li>• it creates a better informed and more politically knowledgeable citizenry</li> <li>• do not have to rely on self-serving politicians.</li> </ul> <p>Award marks for any other relevant points.</p> <p>Candidates must refer to the work of appropriate theorists to gain full marks; otherwise award no more than <b>8 marks</b>.</p> <p><b>Possible responses</b> The following would be awarded <b>1 mark</b> as it contains one aspect with limited description.</p> <p><i>Direct democracy means that people are able to take part in political decision-making. As a result, they can directly influence decisions and ensure their views are taken into account.</i></p> <p>The following response would be awarded <b>2 marks</b> as it contains one aspect with more detailed description.</p> <p><i>Direct democracy means that people are able to take part in political decision-making. As a result, they can directly influence decisions and ensure their views are taken into account. This may be achieved through referenda where the voters directly make decisions on the issue. It means that people would be better informed on the issues that impact their lives. If they are able to make decisions directly, they would be more likely to become informed on these issues.</i></p> <p>The following response would be awarded <b>4 marks</b> as it contains one aspect with detailed description and detailed exemplification.</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> </ul>		<p><i>Direct democracy means that people are able to take part in political decision-making. As a result, they can directly influence decisions and ensure their views are taken into account. This may be achieved through referenda where the voters directly make decisions on the issue. It means that people would be better informed on the issues that impact their lives. If they are able to make decisions directly, they would be more likely to be informed on these issues. For example, the referendum on Scottish independence highlighted that the Scottish electorate were ‘considerably more interested in and knowledgeable about politics than in previous years and significantly more engaged than the British population overall’. In addition, the Scottish independence referendum resulted in much higher turnout than the average for general elections. This shows that direct democracy can create a more politically engaged and literate electorate.</i></p> <p><b>Analysis</b> Award up to <b>2 marks</b> for comments that analyse the key features of direct democracy. To gain <b>4 marks</b> candidates must make detailed analytical comments on at least two of the aspects of the question, 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.</p> <p><i>As a consequence of people being involved in direct democracy the decisions can be seen to be legitimate. The people have made the decisions and were fully expected to be knowledgeable about the topic so there can be no doubt that the decision should be accepted by the country.</i></p> <p>The following response would be awarded <b>2 marks</b> due to additional analysis that provides an alternative interpretation.</p> <p><i>As a consequence of people being involved in direct democracy the decisions can be seen to be legitimate. The people have made the decisions and were fully expected to be knowledgeable of the topic so there can be no doubt that the decision should be accepted by the country. However, since its inception in Ancient Greece, some, such as Plato, have argued against the use of direct democracy, often on the grounds that the ‘masses’ don’t know what’s best for them. This was highlighted in the 2016 Brexit referendum as the Electoral Reform Society suggested that people felt they were ill-informed about the issues.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<ul style="list-style-type: none"> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <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 political concepts, ideologies or theories 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>	12	<p><b>Knowledge and understanding</b></p> <p>Award marks where candidates refer to the following aspects of the question:</p> <p>For example, if a candidate chooses fascism:</p> <ul style="list-style-type: none"> <li>• irrationalism</li> <li>• racialism</li> <li>• authoritarian leadership</li> <li>• organicism</li> <li>• ultra-nationalism.</li> </ul> <p>Award marks for any other relevant points.</p> <p>Candidates must refer to the work of appropriate theorists to gain full marks; otherwise award no more than <b>8 marks</b>.</p> <p><b>Possible responses</b></p> <p>The following response would be awarded <b>1 mark</b> as it contains one aspect with limited description.</p> <p><i>One key feature of fascism is leadership and elitism. It rejects the idea of equality and is deeply rooted in patriarchal thinking; people are not equal and should not think of themselves as equals or comrades.</i></p> <p>The following response would be awarded <b>2 marks</b> as it contains one aspect with detailed description.</p> <p><i>One key feature of fascism is leadership and elitism. It rejects the idea of equality and is deeply rooted in patriarchal thinking; people are not equal and should not think of themselves as equals or comrades. Fascists believe that there are three groups of people; a supreme all-seeing leader figure who has absolute authority, the warrior elite defined by their heroism and self-sacrifice and finally the weak masses who are ignorant, inert and must obey without question.</i></p> <p>The following response would be awarded <b>4 marks</b> as it contains one aspect with detailed description, exemplification and explanation.</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> </ul>		<p><i>One key feature of fascism is leadership and elitism. It rejects the idea of equality and is deeply rooted in patriarchal thinking; people are not equal and should not think of themselves as equals or comrades. Fascists believe that there are three groups of people; a supreme all-seeing leader figure who has absolute authority, the warrior elite defined by their heroism and self-sacrifice and finally the weak masses who are ignorant, inert and must obey without question. This was seen in both interwar Germany and Italy where the rise of fascism spread quickly throughout the 1920s and 1930s. Mussolini was the great leader in Italy with Hitler the equivalent in Germany. The SS and Black Shirts took on the role of the warriors who carried out the work of the leader. Lastly, the rest of the population who were born to be led and taught to accept the authority of the leader or face the consequences. The key fascist thinker Giovanni Gentile argued that the state and the individual are one, or better, perhaps, 'state' and 'individual' are terms that are inseparable in a necessary synthesis. This rejects the ideas of conservatism and socialism allowing fascism to be considered its own unique ideology.</i></p> <p><b>Analysis</b> Award up to <b>2 marks</b> for analytical comments on the chosen ideology. To gain <b>4 marks</b> candidates must make detailed analytical comments on at least two of the aspects of the question, 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.</p> <p><i>Fascism believes that authority is a manifestation of personal leadership or charisma. Fascists believe that authority is a good thing and it should be absolute and unquestionable. This is in direct contrast to socialism where authority is seen as a negative aspect of the state as it is considered to be oppressive and only focused on the needs of the powerful and privileged.</i></p> <p>The following response would be awarded <b>2 marks</b> as it has additional justification and supporting evidence (<b>2 marks</b>)</p> <p><i>Fascism believes that authority is a manifestation of personal leadership or charisma. Fascists believe that authority is a good thing and it should be absolute and unquestionable. This is in direct contrast to socialism where authority is seen as a negative aspect of the state as it is considered to be oppressive and only focused on the needs of the powerful and privileged. This is clearly linked to</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<ul style="list-style-type: none"> <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 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>		<p><i>Weber's view on charismatic authority as the leaders in a fascist state have been described by Nietzsche as Ubermensch or supermen. Weber's charismatic authority lies in the cult of personality where the leaders become the focus and inspire loyalty and obedience from their followers. This has been seen in many fascist states such as Germany and Italy where this charismatic authority ended with the death of the leader.</i></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></p> <p>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>• codified and uncodified constitutions</li> <li>• flexibility and process of amendment</li> <li>• key constitutional principles (such as federalism, separation of powers, parliamentary supremacy, unitary state)</li> <li>• the role of the constitution in protecting individual rights</li> <li>• the role and power of the judiciary, in particular the Supreme Court.</li> </ul> <p>Award marks for any other relevant points.</p> <p>Candidates must address both parts of the statement; otherwise award no more than <b>13 marks</b>.</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.</p> <p><i>Both the UK and the USA have constitutions which indicate the rights of citizens and the way the government should be run. The US Constitution does this explicitly and is seen as entrenched and heavily safeguarded, whereas the UK constitution does this implicitly and is very flexible and is therefore much easier to change and adapt.</i></p> <p>The following response would be awarded <b>2 marks</b> as it contains one aspect with detailed description.</p> <p><i>Both the UK and the USA have constitutions which indicate the rights of citizens and the way the government should be run. The US Constitution does this explicitly and is seen as entrenched and heavily safeguarded, whereas the UK constitution does this implicitly and is very flexible and is therefore much easier to change and adapt. In the US, the right to bear arms is constitutionally protected under the 2nd Amendment allowing citizens to own and carry guns whereas there is no comparable right in the UK where gun legislation is significantly stricter.</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> </ul>		<p>The following response would be awarded <b>4 marks</b> as it contains one aspect with detailed description (<b>2 marks</b>) and a high degree of development based on highly relevant exemplification and detailed explanations. (<b>2 marks</b>)</p> <p><i>Both the UK and the USA have constitutions which indicate the rights of citizens and the way the government should be run. The US Constitution does this explicitly and is seen as entrenched and heavily safeguarded, whereas the UK constitution does this implicitly and is very flexible and is therefore much easier to change and adapt. In the US, the right to bear arms is constitutionally protected under the 2nd Amendment allowing citizens to own and carry guns whereas there is no comparable right in the UK where gun legislation is significantly stricter. For example, Barack Obama stated that he was unable to tighten gun control due to how the Supreme Court interprets the 2nd Amendment and how difficult it was to change the US Constitution. In the UK, the constitution is very flexible and is therefore much easier to change and adapt. For example, after the Dunblane massacre the UK Parliament passed legislation that effectively banned handguns.</i></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 comment.</p> <p><i>The US Constitution, through the Bill of Rights, ensures rights are protected and cannot be taken away by the government or the legislature. It also heightens the awareness of citizens as to what rights they have. As a result, high levels of personal freedom are associated with the US.</i></p> <p>The following response would be awarded <b>2 marks</b> due to an additional analytical comment making a comparison and examining an implication.</p> <p><i>The US Constitution, through the Bill of Rights, ensures rights are protected and cannot be taken away by the government or the legislature. It also heightens the awareness of citizens as to what rights they have. As a result, high levels of personal freedom are associated with the US. Despite not having rights enshrined, the UK is also viewed as a country with high levels of personal freedom. However, these freedoms are not guaranteed and can be easily removed by the legislature.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<ul style="list-style-type: none"> <li>• consistency and inconsistency</li> <li>• different views/interpretations 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>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 develop detailed conclusions throughout their answers and you should award marks to these 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 conclusion which attempts to deal with the central issue as identified by the question.</p> <p><i>In conclusion, the constitutions of the UK and the USA are very different in relation to both their nature and their status.</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.</p> <p><i>In conclusion, the constitutions of the UK and the USA are very different in relation to both their nature and their status. The UK constitution is uncodified and made up of many different parts, from the Magna Carta to Acts of Parliament and works of authority, whereas the US Constitution is codified and is a single document. The US Constitution is viewed as being very important as it is supreme but, in the UK, it is Parliament which is supreme. Therefore, there are differences with how both political systems view their constitutions.</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>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.</p> <p><i>In conclusion the UK and US constitutions are significantly different in status. In the US the Constitution is supreme and over-rides the power of the government. The courts in the US have the power of judicial review to ensure that no law or government action contradicts the contents of the US Constitution. In the UK however, the constitution is not supreme. For example, the courts are unable to over-ride Parliament as in the UK Parliament is supreme.</i></p> <p><i>Both constitutions are also very different in their nature. The UK's has evolved over hundreds of years and it is based on very different principles to those of the US Constitution. The uncodified nature of the UK's constitution and the varying sources result in a much more flexible and adaptable framework than in the US. This can have many advantages but it also does mean that it offers less protection for citizens from the power of the state.</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 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>	<b>20</b>	<p><b>Knowledge and understanding</b></p> <p>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>• constitutional limits on power of Executive</li> <li>• checks by the Legislature</li> <li>• position in relation to Cabinet</li> <li>• limits on role as commander-in-chief</li> <li>• term limits</li> <li>• removal of Executive by vote of no confidence or impeachment.</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 limited description.</p> <p><i>In the UK, the Prime Minister has no limits on the number of years that they can serve. In the US however, the Constitution states very clearly that the President can only serve a maximum of two terms, each comprising of four years.</i></p> <p>The following response would be awarded <b>2 marks</b> as it contains one aspect with limited description (<b>1 mark</b>) and limited development with some exemplification. (<b>1 mark</b>).</p> <p><i>In the UK, the Prime Minister has no limits on the number of years that they can serve. In the US however, the Constitution states very clearly that the President can only serve a maximum of two terms, each comprising of four years. This means that in the UK, Margaret Thatcher was able to remain as the Prime Minister for eleven years until she suffered a vote of no confidence in 1990. In the USA, Barack Obama could not run for re-election after serving two terms of four years, from 2008 to 2012 and from 2012 until 2016.</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>

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> </ul>		<p><i>In the UK, the Prime Minister has no limits on the number of years that they can serve. In the US however, the Constitution states very clearly that the President can only serve a maximum of two terms, each comprising of four years. This means that in the UK, Tony Blair was able to remain as Prime Minister for ten years before standing down. In the USA, Barack Obama could not run for re-election after serving two terms of four years, from 2008 to 2012 and from 2012 until 2016. This was not always the case as Franklin D. Roosevelt won four elections serving from 1933 until his death in 1945. Subsequently the 22nd Amendment was passed which formally limited the terms. No such legal process exists in the UK therefore allowing the Prime Minister to serve as long as they keep winning elections. For example, Margaret Thatcher was able to remain as the Prime Minister for eleven years until she suffered a vote of no confidence in 1990.</i></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 comment that identifies one difference between the limits on the UK Prime Minister and the US President.</p> <p><i>UK Prime Ministers can be said to have less constraints than their American counterparts as there is not a constitutional limit on the time in which they can remain in post.</i></p> <p>The following response would be awarded <b>2 marks</b> as it is a more detailed analytical comment that identifies one difference between the UK Prime Minister and the US President with additional implications.</p> <p><i>UK Prime Ministers can be said to have less constraints than their American counterparts as there is not a constitutional limit on the time in which they can remain in post. This means that the Prime Minister can remain in power until such times as they decide to step down, such as Tony Blair, or they lose a general election, such as Gordon Brown in 2010. In contrast, even if an American President has a successful track record and popularity with the electorate, such as Barack</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<ul style="list-style-type: none"> <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>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 develop detailed conclusions throughout their answers and you should award marks to these accordingly.</p>		<p><i>Obama, they will not get the chance to serve a third term in the White House. This can be argued to be inherently undemocratic as voters do not have the opportunity to choose the candidate they want to hold office.</i></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 does attempt to deal with the central issue as identified by the question.</p> <p><i>Overall, even though both Executives have constraints on their powers, Prime Ministers in the UK have different constraints than American Presidents.</i></p> <p>The following would be awarded <b>2 marks</b> as it provides a straightforward conclusion which does deal with the central issue but also attempts to evaluate the statement in the question.</p> <p><i>In conclusion, UK Prime Ministers have different constraints on their powers than the Presidents of the USA. The UK Prime Minister does not face limitations of how long they can serve, unlike their US counterpart. The UK Prime Minister is also a member of two branches of Government – the Legislature and the Executive, whereas the US President is only a member of the Executive branch. This means that the US President is more constrained than the UK Prime Minister.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<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.</p>		<p>The following response would be awarded <b>4 marks</b> as it 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.</p> <p><i>In conclusion, the UK Executive appears to have different constraints than the Executive in the US. This can affect many different areas such as policy making, as the UK Prime Minister can generally pass their legislative programme due to usually having a majority in the House of Commons, thus enjoying a high degree of party loyalty from their cabinet and their backbench MPs. In the USA it is highly unlikely that both parties in Congress will both be controlled by the same party so the US president does not benefit from the same level of party loyalty, which can make passing their legislative programme more difficult.</i></p> <p><i>The UK Prime Minister is able to serve for as long as they are the leader of the biggest party and do not face constitutional time limits, unlike the US President. UK Prime Ministers are also a member of both the Legislative and the Executive, as opposed to the USA where this is not permitted. Barack Obama had to resign his position as a Senator in the Legislative branch in order to be part of the Executive. Overall, the Executives of both the UK and the USA have significant powers, but US Presidents are more constrained than the Prime Ministers of the UK. Therefore, it could be argued that due to fewer constraints the UK Prime Minister has a greater range of powers than the US President.</i></p> <p><b>Structure</b></p> <p>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 political parties and factors affecting their electoral performance.</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></p> <p>Award marks where candidates refer to the following aspects of the question: For example, if a candidate chooses the Conservative campaign in 2019 and the Labour campaign in 2017:</p> <p>Conservative key ideas in 2019:</p> <ul style="list-style-type: none"> <li>• getting Brexit done</li> <li>• improve NHS spending</li> <li>• deal with Immigration through new points-based system</li> <li>• reform social care</li> <li>• levelling up to improve the north.</li> </ul> <p>Labour dominant ideas in 2017:</p> <ul style="list-style-type: none"> <li>• end austerity – ban zero hours contracts, reform welfare and benefits, abolish bedroom tax, address child poverty</li> <li>• increased taxes for those earning over £80,000</li> <li>• end tuition fees</li> <li>• expand childcare</li> <li>• renationalise railways.</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.</p> <p><i>The key idea the Conservatives fought the 2019 election campaign on was based on ‘Get Brexit Done’. The Conservatives pledged they would complete the job of getting Britain out of the EU quickly and then agree a new trading relationship and end the transition arrangements.</i></p> <p>The following response would be awarded <b>2 marks</b> as it contains one aspect with detailed description.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p><i>The key idea the Conservatives fought the 2019 election campaign on was based on ‘Get Brexit Done’. The Conservatives pledged they would complete the job of getting Britain out of the EU quickly and then agree a new trading relationship and end the transition arrangements. They promised they had an ‘oven ready’ deal in place to set up new trading relations with the EU and they would then focus on new Free Trade Agreements with other countries and particularly with the US.</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>) and a high degree of development based on highly relevant exemplification and detailed explanations. (<b>2 marks</b>)</p> <p><i>The key idea the Conservatives fought the 2019 election campaign on was based on ‘Get Brexit Done’. The Conservatives pledged they would complete the job of getting Britain out of the EU quickly and then agree a new trading relationship and end the transition arrangements. They promised they had an ‘oven ready’ deal in place to set up new trading relations with the EU and they then would then focus on new Free Trade Agreements with other countries and particularly with the US. The Conservatives adopted this as their key theme to attract voters in Brexit supporting seats, particularly in traditional Labour held seats in the North of England where voters had strongly supported Brexit. This approach also aligned with polling that indicated Brexit was the number one issue in voters’ minds and that there was a sense emerging that many voters wanted to see Brexit done after many years of wrangling over the issue following the referendum in 2016.</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.</p> <p><i>The focus on Brexit proved to be crucial to the Conservative victory as the appeal to Brexit supporting, low income, traditional Labour voters resulted in the Conservatives winning a large number of seats in Labours traditional heartland in the North of England. Even Tony Blair’s old seat fell to the Conservatives. Victory in these ‘red wall’ seats resulted in a massive gain for the Conservatives and big losses for Labour and was central to the Conservative victory in 2019.</i></p> <p>The following response would be awarded <b>2 marks</b> due to additional justification and supporting evidence.</p> <p><i>The focus on Brexit proved to be crucial to the Conservative victory as the appeal to Brexit supporting, low income, traditional Labour voters resulted in the Conservatives winning a large number of seats in Labours traditional heartland in the North of England. Even Tony Blair’s old seat fell to the Conservatives. Victory in these ‘red wall’ seats resulted in a massive gain for the Conservatives and big losses for Labour and was central to the Conservative victory in 2019. Post-election analysis has shown that the Conservatives actually led Labour in the DE social class category and that the Conservatives were successful in gaining the support of the majority of voters who had supported leave in 2016, so over-riding traditional class-based voting patterns. This focus on Brexit also helped strengthen the Conservative support among older voters who tend to be the most pro Brexit in the population and two-thirds of over 65s voted Conservative in 2019.</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 develop detailed conclusions throughout their answers and you should award marks to these 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 conclusion which attempts to deal with the central issue as identified by the question.</p> <p><i>The dominant ideas political parties fight elections on can have a very significant impact on their electoral performance.</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.</p> <p><i>The dominant ideas political parties fight elections on can have a very significant impact on their electoral performance. In both the 2017 and 2019 general elections, the key ideas the parties focused on during the campaigns helped attract the support of specific groups of voters and contributed to gains in seats for Labour in 2017 and the Conservatives in 2019.</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.</p> <p><i>The dominant ideas political parties fight elections on can have a very significant impact on their electoral performance. In both the 2017 and 2019 general elections, the key ideas the parties focused on during the campaigns helped attract the support of specific groups of voters and contributed to gains in seats for Labour in 2017 and the Conservatives in 2019. The Conservatives secured a landslide win in 2019 by targeting low-income voters who supported Brexit and other identity and cultural issues such as immigration and crime. As low-income voters were some of the strongest supporters of Brexit, this attracted voters who would not normally have supported the Tories, in fact as many a third of low-income voters who supported Labour in 2017 moved to the Conservatives. The 2017 election also highlights the importance of the dominant ideas parties focus on as</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><i>Labour was successful in attracting large numbers of young and middle-class voters through its plans to abolish tuition fees for students and not to increase taxes till earning over £80,000. In 2017, this resulted in Labour seeing its biggest increases come from ABC1 (middle-class voters). Overall, both these trends appear to indicate that the dominant ideas a party chooses to fight an election on can significantly affect its performance and even over-ride traditional factors such as social class in explaining voting behaviour.</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 campaign management strategies.</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></p> <p>Award marks where candidates refer to the following aspects of the question:</p> <p>Key aspects of the use of new technology such as:</p> <ul style="list-style-type: none"> <li>• the use of social media (such as Facebook, Twitter and TikTok)</li> <li>• voter databases</li> <li>• online advertising</li> <li>• mobile apps</li> <li>• video sharing platforms.</li> </ul> <p>Key aspects of media strategies such as:</p> <ul style="list-style-type: none"> <li>• relationships with the press</li> <li>• leaders' TV debates</li> <li>• use of media advisors and spin doctors</li> <li>• strategies to set the news agenda</li> <li>• use of party election broadcasts.</li> </ul> <p>Key aspects of traditional grassroots campaigning such as:</p> <ul style="list-style-type: none"> <li>• canvassing and leafleting</li> <li>• groundwork</li> <li>• mobilising local turnout</li> <li>• work of local parties and volunteers.</li> </ul> <p>Award marks for any other relevant points.</p> <p>Candidates must address all three aspects of the mandatory content for political campaign management strategies to gain full marks; otherwise award no more than <b>13 marks</b>.</p> <p><b>Possible responses</b> The following response would be awarded <b>1 mark</b> as it contains one aspect with some description.</p> <p><i>Political parties are increasingly making use of new technology such as using social media to reach a wider range of voters than in the past. They are now using popular social media platforms such as Twitter and Facebook to publicise their policies or attack their opponents during election campaigns.</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.</p> <p><i>Political parties are increasingly making use of new technology such as using social media to reach a wider range of voters than in the past. They are now using popular social media platforms such as Twitter and Facebook to publicise their policies or attack their opponents during election campaigns. In 2019 there was significantly greater use of Twitter by both the Conservative and Labour campaigns to reach voters. Spending by the main parties on ads on Facebook and Instagram increased significantly as the campaigns neared polling days. Many individual candidates also made use of platforms such as Facebook to communicate with voters.</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>) and a high degree of development based on highly relevant exemplification and detailed explanations. (<b>2 marks</b>)</p> <p><i>Political parties are increasingly making use of new technology such as using social media to reach a wider range of voters than in the past. They are now using popular social media platforms such as Twitter and Facebook to publicise their policies or attack their opponents during election campaigns. In 2019 there was significantly greater use of Twitter by both the Conservative and Labour campaigns to reach voters. Spending by the main parties on ads on Facebook and Instagram increased significantly as the campaigns neared polling day. Many individual candidates also made use of platforms such as Facebook to communicate with voters. This allowed them to reach more voters with their key messages to encourage them to turnout out as well as vote for their party, with the added advantage that this may be more cost effective than some other methods. In the 2017 general election it was argued that Labour’s use of social media was a contributory factor in their surprisingly good performance. Labour made use of Facebook to motivate supporters to turn out to vote and this appeared to be more effective than the approach taken by the Conservatives which was to pay for and run attack ads against Labour and its leader.</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 comment.</p> <p><i>The importance of social media as part of a political party’s campaign can be seen by the increased spending that parties are devoting to it. It has also been argued that finding ways to interact with voters via platforms like Facebook can be particularly effective in persuading voters who to support and change their vote. This appears to be more effective than just posting tweets.</i></p> <p>The following response would be awarded <b>2 marks</b> due to alternative interpretations on the effectiveness of the use of social media.</p> <p><i>The importance of social media as part of a political party’s campaign can be seen by the increased spending that parties are devoting to it. It has also been argued that finding ways to interact with voters via platforms like Facebook can be particularly effective in persuading voters who to support and change their vote. This appears to be more effective than just posting tweets. However, the importance of social media may be over-rated. In 2019 Labour appeared to be more effective online with more coverage on social media than the Conservatives. Labour videos attacking the Conservatives attracted millions of views. In fact, the Conservatives also reduced their spending on social media in 2019. However, despite Labour appearing to win the social media campaign they were defeated on election day by the Conservatives.</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 develop detailed conclusions throughout their answers and you should award marks to these 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.</p> <p><i>In conclusion, it is clear that the use of new technology can be very effective as a campaign strategy.</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.</p> <p><i>In conclusion, it is clear that the use of new technology can be very effective as a campaign strategy. As new technology has an increasing impact on people's lives, the importance of the use of this for political parties at election time increases and means that this is becoming more important than grassroots campaigning or traditional media as a way for parties to persuade voters.</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.</p> <p><i>In conclusion, it is clear that the use of new technology can be very effective as a campaign strategy. As new technology has an increasing impact on people's lives, the importance of the use of this for political parties at election time increases and means that this is becoming more important than grassroots campaigning or traditional media as a way for parties to persuade voters. New technology has the potential to reach large numbers of voters and also at little cost or effectively for free. It also allows parties to be more efficient in microtargeting voters. This avoids waste when canvassing voters as this takes time and volunteers may be trying to persuade voters who have already made their minds up. Using technology such as databases can help parties have a much better understanding of specific groups of voters and what will make them vote for a particular party. As newspaper circulation declines, social media is also becoming more important and technology is allowing parties to tailor specific messages to voters here as well.</i></p>

Question			General marking instructions	Max mark	Specific marking instructions for this question
			<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.</p>		<p><i>This does not mean that the other methods are not effective, but that new technology strategies are now the most important a party can use and their importance will increase as technology develops further.</i></p> <p><b>Structure</b></p> <p>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>

[END OF MARKING INSTRUCTIONS]