



National
Qualifications
2024

2024 Politics

Paper 1

Higher

Question Paper 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>Knowledge and understanding scope</p> <p>Award up to 5 marks.</p>	One aspect with some description.	Two aspects, each with some description. OR One aspect with detailed description.	Three aspects, each with some description. OR Two aspects with detailed description.	Four aspects covered, each with some description. OR Three aspects with detailed descriptions.	Four aspects with detailed descriptions.	
<p>Knowledge and understanding development</p> <p>Award up to 5 marks.</p> <p>A total of 8 marks overall awarded for knowledge and understanding.</p>	One aspect is developed with some explanation and/or exemplification.	Two aspects are developed, each with some explanation and/or exemplification. OR One aspect is developed with detailed explanation and/or exemplification.	Three aspects are developed, with some explanation and/or exemplification. OR Two aspects developed, one with detailed explanation and/or exemplification.	Three or more aspects are developed, with extended explanation and/or relevant exemplification.	Three or more aspects are developed, with extended and accurate explanations and development of points (showing where relevant a high level of theoretical/conceptual understanding) with relevant exemplification.	
<p>Analysis*</p> <p>Award up to 6 marks.</p>	<p>Award 1 mark for each analytical statement which analyses the aspects in terms of the question.</p> <p>Award up to a maximum of 2 marks for an analytical statement 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
Structure Award up to 2 marks.	Clear structure that addresses the issue identified in the question.	Structure that clarifies the issue, presents evidence and develops a clear and consistent line of argument.				
Conclusions* Award up to 4 marks.	A straightforward conclusion that deals with the central issue in the question.	A straightforward conclusion that deals with and evaluates the central issue in the question.	A developed conclusion that directly addresses and provides an evaluation of the central issue(s) in the question.	A developed and well-argued conclusion with justifications that directly address and evaluate the central issue(s) in the question.		

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

General marking guidelines for 12-mark extended responses

	1 mark	2 marks	3 marks	4 marks
<p>Knowledge and understanding scope</p> <p>Award up to 4 marks.</p>	<p>One aspect, with some description.</p>	<p>Two aspects, each with some description. OR One aspect, with detailed description.</p>	<p>Three aspects, each with some description. OR Two aspects, one with detailed description.</p>	<p>Three aspects, two with detailed description. OR Two aspects, each with detailed description – these should include the key points.</p>
<p>Knowledge and understanding development</p> <p>Award up to 4 marks.</p> <p>A total of 8 marks overall awarded for knowledge and understanding.</p>	<p>One aspect is developed, with some explanation and/or exemplification.</p>	<p>Two aspects are developed, each with some explanation and/or exemplification. OR One aspect is developed with detailed explanation and/or exemplification.</p>	<p>Three aspects are developed, with some explanation and/or exemplification. OR Two aspects developed, one with detailed explanation and/or exemplification.</p>	<p>Three aspects developed, two with detailed explanation and/or exemplification. OR Two aspects are developed, with extended explanation and relevant exemplification.</p>
<p>Analysis</p> <p>Comments that identify relationships/implications/make judgements.</p> <p>Award up to 4 marks.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p>	<p>One relevant and accurate analytical comment.</p>	<p>Two different relevant and accurate analytical comments. OR One extended and/or justified/exemplified relevant analytical comment.</p>	<p>Three different relevant and accurate analytical comments. OR 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. OR 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	Detailed 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 13 marks.</p> <p>Knowledge and understanding Award marks for knowledge and understanding based on:</p> <ul style="list-style-type: none"> • the breadth of knowledge covered • the level of detail and description of these points • the accuracy of descriptions and explanations • how these points are developed, taking into account the use of exemplification and the levels of explanations provided. <p>Award up to a maximum of 8 marks for knowledge and understanding.</p>	20	<p>Knowledge and understanding</p> <p>Award marks where candidates refer to the following aspects of the question:</p> <ul style="list-style-type: none"> • definitions of power • Lukes’ three faces of power (decision-making, non-decision-making and shaping desires) • classifications of authority as legitimate power • Weber’s three types of authority (traditional, charismatic, legal-rational) • definition of the concept of legitimacy. <p>Award marks for any other relevant points.</p> <p>Possible responses The following response would be awarded 1 mark as it contains one aspect with some description.</p> <p><i>David Beetham identified three criteria that power must meet in order to be considered legitimate. Firstly, power must be exercised according to rules; secondly, rules must be justified in terms of shared beliefs of government and the governed; and finally, the governed must express their consent.</i></p> <p>The following response would be awarded 2 marks as it contains one aspect with some description (1 mark) and limited development with some exemplification or explanation. (1 mark)</p> <p><i>David Beetham argued that for power to be legitimate it must meet three criteria. Firstly, it must be exercised according to rules. A government system should have a constitution that is accessible and understandable. Secondly, the rules should be justified in terms of shared beliefs of the government and the governed. This means that a country’s government should share the same cultural values as its citizens – this might mean a commitment to human rights, or a common understanding of justice and fairness. Finally, the citizens of the country should show their consent to the government system – this could be through actively taking part in elections, or by tacitly continuing to pay taxes and following the rules of civic society.</i></p>

Question	General marking instructions	Max mark	Detailed marking instructions for this question
			<p>The following response would be awarded 4 marks as it contains one aspect with detailed descriptions (2 marks) with a high degree of development based on highly relevant exemplification and detailed explanations. (2 marks)</p> <p><i>Legitimacy is commonly seen as the process by which those in power can achieve authority. It is argued the political systems are judged on their legitimacy by the citizens. Political scientist David Beetham presented three criteria by which to measure legitimacy of a government system.</i></p> <p><i>Firstly, power must be exercised according to rules. A government system should have a constitution that is accessible and understandable to the citizenry. For example, the US has a written Constitution that is considered sovereign. Within its 8,000 words there are clear limits to the power of the various branches of government. This helps to protect against abuses of power and demonstrates that the rule of law is important to the government system. Secondly, the rules should be justified in terms of shared beliefs of the government and the governed. This means that in order to be considered legitimate a government must share the cultural values of its citizens. For example, in 2022, Nicola Sturgeon spoke about how the increase of the Scottish Child Payment helped to underline the shared commitment in Scotland to equality and compassion. Finally, the citizens of the country should show consent to the government system. This means that they show that they actively agree to the government executing laws in their country.</i></p>

Question	General marking instructions	Max mark	Detailed marking instructions for this question
	<p>Analysis Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example of an idea, theory, argument) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Analysis Award up to 6 marks for answers that provide a high degree of analytical commentary, for example:</p> <p>The following would be awarded 1 mark as it is a straightforward analytical statement.</p> <p><i>Legitimacy has been shown to be less important in the 21st century. For example, Boris Johnson remained in power despite having indicated that he was willing for his government to break international law over the Northern Ireland protocol.</i></p> <p>The following would be awarded 2 marks due to additional justification and supporting evidence.</p> <p><i>It could be argued that legitimacy has become less important in the 21st century in a time when what Lukes called the decision-making face of power has arguably been more increasingly based on Weberian charismatic authority. However, there seems to still be a tipping point beyond which charismatic leaders cannot keep control. Boris Johnson was forced to leave power by his own party. Conservative MPs like Rishi Sunak and Sajid Javid clearly felt that Johnson had lost legitimacy and was no longer governing according to rules, which is Beetham's first criterion.</i></p>

Question	General marking instructions	Max mark	Detailed marking instructions for this question
	<p>Conclusion(s) Candidates must reach a conclusion(s), make a judgment(s) or evaluative comment(s) about the issue in the question.</p> <p>Evaluation involves making judgments and/or drawing conclusions on:</p> <ul style="list-style-type: none"> • the extent to which a view is supported by the evidence • the relative importance of factors • counter-arguments, including possible alternative interpretations • the overall impact/significance of the factors when taken together. <p>Although some candidates may offer a summative conclusion, many candidates develop detailed conclusions throughout their answers and you should award marks to these accordingly.</p>		<p>Conclusion Award up to 4 marks for a conclusion(s) based on the candidate's attempts to address the issue framed in the question. Candidates must also provide an evaluation/judgement of the issue addressed in the question.</p> <p>The following would be awarded 1 mark 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, despite challenges to legitimacy in the 21st century, government systems do still require to be perceived as legitimate to remain in power over time.</i></p> <p>The following would be awarded 3 marks 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 rise of what Weber referred to as charismatic authority has meant that political figures have seemed to challenge the requirement for legitimacy that has been present in legal-rational systems. Governments in the UK and the US have managed to maintain control over what Lukes called the decision-making face of power for four years, despite openly breaking the rules. However, in the UK and the US leaders of these Executives have eventually lost power, which would suggest that there is a tipping point beyond which even charismatic authority will not maintain control for those who are continually breaking with legal-rational systems. Legitimacy is still important, however arguably the goalposts have moved.</i></p> <p>The following response would be awarded 4 marks as it provides a developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question.</p> <p><i>In conclusion, the 21st century rise of leaders who possessed what Weber referred to as charismatic authority has meant that the argument to say legitimacy provides a link between power and authority has been challenged. In the past, it was argued that if what Lukes breaks into three faces of power is essentially the ability to get other people to do what you want them to, and authority was seen as having the right to do this, then legitimacy is the sense of rightfulness which transforms power into authority. It has been argued that in political systems</i></p>

Question	General marking instructions	Max mark	Detailed marking instructions for this question
	<p>Structure Award up to 2 marks for the structure of the essay as well as the development of a line of argument throughout the candidate's response.</p>		<p><i>where rulers lack legitimacy, then they are not seen as having the right to rule and are only able to stay in power using brute force. However, the 21st century has seen a number of leaders who have shown the willingness to break the rules and who have therefore failed to meet David Beetham's three criteria for legitimacy. The rise to power of Boris Johnson, Donald Trump and Jair Bolsonaro for a time seemed to question the importance of legitimacy. For each of these leaders, however, there does seem to be a tipping point beyond which they were not able to go. All lost authority within their countries as they pushed the boundaries of their power too far. Therefore, it can be concluded that the legitimacy is still necessary to maintain authority and remain in power, though to a lesser degree than has been the case in the past.</i></p> <p>Structure Award up to 2 marks for structure as well as development of a line of argument throughout the candidate's response.</p> <p>For example, award high marks to answers which define the central issues(s) in the introduction and have a clear structure with a developed line of argument. Award low or 0 marks to answers which do not explicitly identify or address the key issue in the question, or which are poorly-structured, jumping between different parts of the question and therefore failing to develop a coherent line of argument.</p>

Question	General marking instructions	Max mark	Detailed 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 13 marks.</p> <p>Knowledge and understanding Award marks for knowledge and understanding based on:</p> <ul style="list-style-type: none"> • the breadth of knowledge covered • the level of detail and description of these points • the accuracy of descriptions and explanations • how these points are developed, taking into account the use of exemplification and the levels of explanations provided. <p>Award up to a maximum of 8 marks for knowledge and understanding.</p>	20	<p>Knowledge and understanding</p> <p>Award marks where candidates refer to the following aspects of the question:</p> <ul style="list-style-type: none"> • benefits of direct democracy, such as: it heightens the control of citizens, the public can express a view and interest without having to rely on self-serving politicians, it creates a better informed and more politically knowledgeable group of citizens, it ensures rule is legitimate – decisions will be accepted since the people made them • benefits of representative democracy, such as: more practical than direct democracy, ordinary citizens don't have to be directly involved, allows government to be in the hands of those with expert knowledge, voters choose representatives to make decisions on their behalf • the work of appropriate theorists such as Landemore, Pateman, Plato and Arendt. <p>Award marks for any other relevant points.</p> <p>Possible responses</p> <p>The following response would be awarded 1 mark as it contains one aspect with some description.</p> <p><i>One way of measuring the democracy of a system is by examining the extent to which people are able to be active citizens. In a system of representative democracy, people give up their ability to make decisions to a representative who will speak and act on their behalf. The representative is usually chosen by election.</i></p> <p>The following response would be awarded 2 marks as it contains one aspect with some description (1 mark) and limited development with some exemplification or explanation. (1 mark)</p> <p><i>One way of measuring the democracy of a system is by examining the extent to which people are able to be active citizens. In a system of representative democracy, people take part in regular elections where they choose people to speak on their behalf in a parliament. This means that people can choose the candidate they think will best stand up for the issues that they care about. For example, in Scotland there are regular elections to the Scottish parliament where people can choose between a number of candidates to decide who will be their local MSP. They then trust that person to make decisions on their behalf.</i></p>

Question	General marking instructions	Max mark	Detailed marking instructions for this question
	<p>Analysis Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example of an idea, theory, argument) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions 		<p>The following response would be awarded 4 marks as it contains one aspect with detailed descriptions (2 marks) with a high degree of development based on highly relevant exemplification and detailed explanations. (2 marks)</p> <p><i>One way of measuring the democracy of a system is by examining the extent to which people are able to be active citizens. In a system of representative democracy, people take part in regular elections where they choose people to speak on their behalf in a parliament. This means that people can choose the candidate they think will best stand up for their issues that they care about. For example, in Scotland there are regular elections to the Scottish parliament where people can choose between a number of candidates to decide who will be their local MSP. They then trust that person to make decisions on their behalf. However, at a local level direct democracy can mean that people are participating in decisions that can have a huge impact on the way societies run. For example, Porto Alegre in Brazil has been run as a participatory direct democracy since the 1990's.</i></p> <p>Analysis Award up to 6 marks for answers that provide a high degree of analytical commentary, for example:</p> <p>The following response would be awarded 1 mark as it is a straightforward analytical statement.</p> <p><i>Pateman argues that voting in such a system allows elite rule to gain legitimacy and ordinary people feel left out of decision-making. There is a perception held by many in society that voting can do little to change the way that the country is run.</i></p> <p>The following response would be awarded 2 marks due to additional justification and supporting evidence.</p> <p><i>Pateman argues that voting in such a system allows elite rule to gain legitimacy and ordinary people feel left out of decision-making. There is a perception held by many in society that voting can do little to change the way that the country is run. This could result in disillusionment with the political establishment and lead to voter apathy as has happened in recent Swiss elections where voter turnout has regularly been below 50%.</i></p>

Question	General marking instructions	Max mark	Detailed marking instructions for this question
	<ul style="list-style-type: none"> • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Conclusion(s) Candidates must reach a conclusion(s), make a judgment(s) or evaluative comment(s) about the issue in the question.</p> <p>Evaluation involves making judgments and/or drawing conclusions on:</p> <ul style="list-style-type: none"> • the extent to which a view is supported by the evidence • the relative importance of factors • counter-arguments, including possible alternative interpretations • the overall impact/significance of the factors when taken together. <p>Although some candidates may offer a summative conclusion, many candidates develop detailed conclusions throughout their answers and you should award marks to these accordingly.</p>		<p>Conclusion Award up to 4 marks for a conclusion(s) based on the candidate's attempts to address the issue framed in the question. Candidates must also provide an evaluation/judgement of the issue addressed in the question.</p> <p>The following would be awarded 1 mark 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, the benefits of direct democracy outweigh those of representative democracy as it improves political knowledge which creates a more informed electorate.</i></p> <p>The following would be awarded 2 marks as it provides a straightforward conclusion which deals with the central issue and also attempts to evaluate the statement in the question.</p> <p><i>In conclusion, the benefits of direct democracy outweigh those of representative democracy as it improves political knowledge which creates a more informed electorate, which could lead to higher quality legislation. Alternatively, representative democracy relies on politicians acting on the electorate's behalf.</i></p>

Question	General marking instructions	Max mark	Detailed marking instructions for this question
	<p>Structure Award up to 2 marks for the structure of the essay as well as the development of a line of argument throughout the candidate's response.</p>		<p>The following response would be awarded 4 marks as it provides a developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question.</p> <p><i>In conclusion, the benefits of direct democracy outweigh those of representative democracy as it improves political knowledge which creates a more informed electorate which could lead to higher quality legislation. Alternatively, representative democracy relies on politicians acting on the electorate's behalf. Whilst direct democracy has been interpreted as decision-making by referendum, where people are given a binary choice over a simplistic question, representative democracy has become a system of elite rule where people are given a choice between parties who offer very similar solutions, and political elites maintain control. Patemen and Landmore argue that even in direct democracy the same group of elites will dominate decision-making. This means that in both direct and representative democracy the same group of political elites will come to dominate decision-making, undermining the influence of ordinary people.</i></p> <p>Structure Award up to 2 marks for structure as well as development of a line of argument throughout the candidate's response.</p> <p>For example, award high marks to answers which define the central issues(s) in the introduction and have a clear structure with a developed line of argument. Award low or 0 marks to answers which do not explicitly identify or address the key issue in the question, or which are poorly-structured, jumping between different parts of the question and therefore failing to develop a coherent line of argument.</p>

Section 2 – Political systems

Question		General marking instructions	Max mark	Detailed 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>Knowledge and understanding Award marks for knowledge and understanding based on:</p> <ul style="list-style-type: none"> • the breadth of knowledge covered • the level of detail and description of these points • the accuracy of descriptions and explanations • how these points are developed, taking into account the use of exemplification and the levels of explanations provided. <p>Award up to a maximum of 8 marks for knowledge and understanding.</p>	20	<p>Knowledge and understanding</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 the US:</p> <ul style="list-style-type: none"> • constitutional limits on the powers of the Executive • the ability of the legislature to limit the powers of the Executive • the role of the cabinet and/or political parties • term limits • votes of no confidence and impeachments. <p>Award marks for any other relevant points.</p> <p>Possible responses</p> <p>The following response would be awarded 1 mark as it contains one aspect with some description.</p> <p><i>In the UK, the Prime Minister is the leader of the largest party and due to the First Past the Post system, this usually results in a majority government, making it relatively easy for them to pass their legislative agenda. In the US however, the separation of powers means that Congress and the Executive are often controlled by opposing parties. When this happens the President often finds it difficult to implement their full legislative agenda.</i></p> <p>The following response would be awarded 2 marks as it contains one aspect with some description (1 mark) and limited development with some exemplification or explanation. (1 mark)</p> <p><i>In the UK, the Prime Minister is the leader of the largest party and due to the First Past the Post system, this usually results in a majority government, making it relatively easy for them to pass their legislative agenda. In the US however, the separation of powers means that Congress and the Executive are often controlled by opposing parties. When this happens the President often finds it difficult to implement their full legislative agenda. For example, the US Congress, which was controlled by the Democrats at the time, blocked the funding for President Trump to construct his key campaign pledge of building a border wall with Mexico.</i></p>

Question	General marking instructions	Max mark	Detailed marking instructions for this question
			<p>The following would be awarded 4 marks as it contains one aspect with detailed descriptions (2 marks) with a high degree of development based on highly relevant exemplification and detailed explanations. (2 marks)</p> <p><i>In the UK, the Prime Minister is the leader of the largest party and due to First Past the Post system, this usually results in a majority government, making it relatively easy for them to pass their legislative agenda. For example, following the 2019 general election, Boris Johnson was able to carry out his manifesto commitment to ‘Get Brexit Done’. With a sizeable 80 seat majority and the loyalty of MPs elected on this manifesto, along with the work of his whips, government defeats when the ruling party has such a majority are rare and generally only on exceptional issues.</i></p> <p><i>In the US however, the separation of powers means that Congress and the Executive are often controlled by opposing parties. When this happens the President often finds it difficult to implement their full legislative agenda. For example, the US Congress, which was controlled by the Democrats at the time, blocked the funding for President Trump to construct his key campaign pledge of building a border wall with Mexico. Furthermore, party loyalty is not as strong as it is in the UK, with significant differences between members of the same party. When Republican Donald Trump wanted to repeal ‘Obamacare’ with the support of a Republican controlled Congress, a number of prominent Republicans, including former Presidential candidate Senator John McCain, voted against his proposal halting its progress.</i></p>

Question	General marking instructions	Max mark	Detailed marking instructions for this question
	<p>Analysis Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example of an idea, theory, argument) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Analysis Award up to 6 marks for answers that provide a high degree of analytical commentary, for example:</p> <p>The following response would be awarded 1 mark as it is a straightforward analytical statement.</p> <p><i>In the UK, the Prime Minister has far fewer effective limits on their power, due to the fusion of powers and the fact that usually they will have the support of a majority in the House of Commons. The same is not true of the US due to the Separation of Powers.</i></p> <p>The following response would be awarded 2 marks due to additional justification and supporting evidence.</p> <p><i>In the UK, the Prime Minister has far fewer effective limits on their power, due to the fusion of powers and the fact that in usually they will have the support of a majority in the House of Commons. The same is not true of the US due to the separation of powers. In the UK, usually party discipline is very strong due to the role of the whips as well as the party leadership having significant control over MPs careers, therefore MPs are usually reluctant to ‘defy the whip.’ In the US, the President must use compromise and persuasion in order to implement their agenda, finding friendly supporters in Congress to introduce and approve their legislation. With US politics becoming increasingly polarised, recent Presidents have found it more difficult to deal with an unfriendly Congress.</i></p>

Question	General marking instructions	Max mark	Detailed marking instructions for this question
	<p>Conclusion(s) Candidates must reach a conclusion(s), make a judgment(s) or evaluative comment(s) about the issue in the question.</p> <p>Evaluation involves making judgments and/or drawing conclusions on:</p> <ul style="list-style-type: none"> • the extent to which a view is supported by the evidence • the relative importance of factors • counter-arguments, including possible alternative interpretations • the overall impact/significance of the factors when taken together. <p>Although some candidates may offer a summative conclusion, many candidates develop detailed conclusions throughout their answers and you should award marks to these accordingly.</p>		<p>Conclusion Award up to 4 marks for a conclusion(s) based on the candidate's attempts to address the issue framed in the question. Candidates must also provide an evaluation/judgement of the issue addressed in the question.</p> <p>The following would be awarded 1 mark 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, there are far fewer effective limits on the powers of the Executive in the UK compared to the US.</i></p> <p>The following would be awarded 2 marks as it provides a straightforward conclusion which deals with the central issue and also attempts to evaluate the statement in the question.</p> <p><i>In conclusion, there are far fewer effective limits on the powers of the Executive in the UK compared to the US. The Constitution of the US ensures limits on all branches of government, especially the Executive, meaning that all actions of the President are closely scrutinised and balanced. In the UK however, the principle of parliamentary sovereignty means that when a strong Executive is in place with a clear majority, they can control the business of the House of Commons, and by extension, face few effective limits.</i></p> <p>The following response would be awarded 4 marks as it provides a developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question.</p> <p><i>In conclusion, the UK Prime Minister has far fewer effective limits on their power compared to the US President. Over the last twenty years, there have been claims that certain Prime Ministers, including Tony Blair, David Cameron, and more recently Boris Johnson, have had a more 'Presidential' style of government, governing with the assistance of a small group of close political allies or aides. However, this is not always the case as was seen with the Theresa May and Liz Truss governments where internal party concerns about the direction of their governments led to their resignations. The US President on the other hand has far more effective limits on their power, clearly set out in the US Constitution. This ensures that no one branch of government gains too much power and is more often seen when the powers of the President are curtailed. The UK constitution does not give either the legislature or the judiciary the same level of oversight. The UK</i></p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
			<p>Structure Award up to 2 marks for the structure of the essay as well as the development of a line of argument throughout the candidate's response.</p>		<p><i>Prime Minister can dominate decision-making in the UK by virtue of the majoritarian Westminster system. Votes of no confidence are rare in the UK, and even more rarely are they successful. This is similar to impeachment in the US, but this tends to be a far more divisive tool. Furthermore, in the UK there are no term limits on the Prime Minister, meaning that, providing they remain popular with their party and continue to win elections, they can remain in power for years. Contrastingly in the US, the President is limited to just two terms. Overall, the Constitution, separation of powers, and increasingly polarised nature of US politics, where the President is often confronted with at least one unfriendly chamber in Congress, means that there are significantly more effective limits on the powers of the Executive in the US.</i></p> <p>Structure Award up to 2 marks for structure as well as development of a line of argument throughout the candidate's response.</p> <p>For example, award high marks to answers which define the central issues(s) in the introduction and have a clear structure with a developed line of argument. Award low or 0 marks to answers which do not explicitly identify or address the key issue in the question, or which are poorly-structured, jumping between different parts of the question and therefore failing to develop a coherent line of argument.</p>

Question	General marking instructions	Max mark	Detailed 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>Knowledge and understanding Award marks for knowledge and understanding based on:</p> <ul style="list-style-type: none"> • the breadth of knowledge covered • the level of detail and description of these points • the accuracy of descriptions and explanations • how these points are developed, taking into account the use of exemplification and the levels of explanations provided. <p>Award up to a maximum of 8 marks for knowledge and understanding.</p>	20	<p>Knowledge and understanding</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 the US:</p> <ul style="list-style-type: none"> • the roles of committees in the lower chamber (House of Commons, House of Representatives) • The roles of committees in the upper chamber (House of Lords compared with Senate) • the roles of joint committees • the status of committees in the UK Parliament and the US Congress. <p>Award marks for any other relevant points.</p> <p><i>Candidates must address both parts of the statement; otherwise award no more than 13 marks.</i></p> <p>Possible responses</p> <p>The following response would be awarded 1 mark as it contains one aspect with some description.</p> <p><i>Standing committees in the House of Commons are created ad-hoc in response to the creation of a bill. In the US however, once a bill is introduced by a member of Congress it is sent to the committee which is most pertinent to the bill which can make the decision to 'kill the bill'.</i></p> <p>The following response would be awarded 2 marks as it contains one aspect with some description (1 mark) and limited development with some exemplification or explanations. (1 mark)</p> <p><i>Standing committees in the House of Commons are created ad-hoc in response to the creation of a bill. All amendments must be approved by the Commons before becoming law. In the US however, once a bill is introduced by a member of Congress it is sent to the 'hopper' here. The committee which is most pertinent to the bill can make the decision to 'kill the bill'. In the UK for example, several amendments were proposed to the UK Trade Act 2021 by the Public Bills Committee, however none were accepted by the Government and therefore not included.</i></p>

Question	General marking instructions	Max mark	Detailed marking instructions for this question
			<p>The following response would be awarded 4 marks as it contains one aspect with detailed descriptions (2 marks) with a high degree of development based on highly relevant exemplification and detailed explanations. (2 marks)</p> <p><i>Standing committees in the House of Commons are created ad-hoc in response to the creation of a bill. Following the second reading of a bill in the House, a standing committee will scrutinise the bill in detail, making amendments to its text as they see fit. All amendments must be approved by the Commons before becoming law. It is estimated that they examine around 250 bills per year. However, as these are created ad-hoc their expertise is limited, as there is scope to amend bills significantly without the support of the House. For example, several amendments were proposed to the UK Trade Act 2021 by the Public Bills Committee, however none were accepted by the Government and therefore not included. On the other hand, Standing committees in the US Congress possess significant powers. Once a bill is introduced by a member of Congress it is sent to the 'hopper' here. The committee which is most pertinent to the bill can make the decision to 'kill the bill' thus has far more power than is afforded to their UK counterpart. Furthermore, standing committees in the US are not ad-hoc creations but long standing, and therefore will develop the specific expertise in various areas. They are also well funded and sufficiently staffed. For example, the Committee on the Judiciary made significant amendments to the assault weapons ban bill.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Analysis Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example of an idea, theory, argument) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Analysis Award up to 6 marks for answers that provide a high degree of analytical commentary, for example:</p> <p>The following response would be awarded 1 mark as it is a straightforward analytical statement.</p> <p><i>Therefore, it is clear that with regards to standing committees, the US Congress has far more power than the UK, in particular when considering their power to end a bill's progress rather than simply amending it.</i></p> <p>The following response would be awarded 2 marks due to additional justification and supporting evidence.</p> <p><i>Therefore, it is clear that with regards to standing committees, the US Congress has far more power than the UK, in particular when considering their power to end a bill's progress rather than simply amending it. As such, while these committees in the UK do have significant theoretical power to amend bills, their actual power is limited both by the Commons and again by the fact their makeup reflects the majority of the House. In significant contrast is the power of standing committees in the US. Standing committees have the power to stop a bill progressing to a vote in the whole house, making them far more powerful than their UK counterparts.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Conclusion(s) Candidates must reach a conclusion(s), make a judgment(s) or evaluative comment(s) about the issue in the question.</p> <p>Evaluation involves making judgments and/or drawing conclusions on:</p> <ul style="list-style-type: none"> • the extent to which a view is supported by the evidence • the relative importance of factors • counter-arguments, including possible alternative interpretations • the overall impact/significance of the factors when taken together. <p>Although some candidates may offer a summative conclusion, many candidates develop detailed conclusions throughout their answers and you should award marks to these accordingly.</p>		<p>Conclusion Award up to 4 marks for a conclusion(s) based on the candidate's attempts to address the issue framed in the question. Candidates must also provide an evaluation/judgement of the issue addressed in the question.</p> <p>The following would be awarded 1 mark 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>In conclusion, it is clear that the committees of the US Congress have significantly more power and status than their UK counterparts. In the US, committees have significant statutory powers, which they lack in the UK.</i></p> <p>The following would be awarded 2 marks as it provides a straightforward conclusion which deals with the central issue and also attempts to evaluate the statement in the question.</p> <p><i>In conclusion, it is clear that the committees of the US Congress have significantly more power and status than their UK counterparts. Firstly, procedurally, the US committees have well defined legal powers which allow them to compel a witness to attend. This is lacking in the UK system and therefore limits their ability to, for example, conduct inquiries. Furthermore, UK committees have no real power to stop a bill, only amend it. In the US however, Congress can prevent any action being taken on the bill from the start, which is a significant difference.</i></p> <p>The following response would be awarded 4 marks as it provides a developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question.</p> <p><i>In conclusion, it is clear that the committees of the US Congress have significantly more power and status than their UK counterparts. Firstly, procedurally, the US committees have well defined legal powers which allow them to compel a witness to attend. This is lacking in the UK system and therefore limits their ability to, for example, conduct inquiries. Furthermore, UK committees have no real power to stop a bill, only amend it. In the US however, Congress can prevent any action being taken on the bill from the start, which is a significant difference. The partisan nature of US politics has arguably limited the effectiveness of the US committees in recent years, with either side claiming any perceived investigation</i></p>

Question			General marking instructions	Max mark	Specific marking instructions for this question
			<p>Structure</p> <p>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>targeted at them as illegitimate. The key test however in the role of committees is effectively scrutinising the executive, and here the US Congress wins every time. As the makeup of UK committees reflects the makeup of the House, party loyalty, discipline and the power of the whips can cast a long shadow over the work of committees. This is simply not the same in the US where the clear separation of powers allows for committee members to operate independently of their party leadership, therefore giving them significantly more power than in the UK.</i></p> <p>Structure</p> <p>Award up to 2 marks for structure as well as development of a line of argument throughout the candidate's response.</p> <p>For example, award high marks to answers which define the central issues(s) in the introduction and have a clear structure with a developed line of argument. Award low or 0 marks to answers which do not explicitly identify or address the key issue in the question, or which are poorly structured, jumping between different parts of the question and therefore failing to develop a coherent line of argument.</p>

Section 3 – Political parties and elections

Question		General marking instructions	Max mark	Specific marking instructions for this question
3.	(a)	<p>Knowledge and understanding Candidates must demonstrate knowledge and understanding of the impact of media strategies used by political parties in campaigns. Award marks for knowledge and understanding based on:</p> <ul style="list-style-type: none"> • the breadth of knowledge covered • the level of detail and description of these points • the accuracy of descriptions and explanations • how these points are developed, taking into account the use of exemplification and the levels of explanations provided. <p>Award up to a maximum of 8 marks for knowledge and understanding.</p>	12	<p>Knowledge and understanding</p> <p>Award marks where candidates refer to the following aspects of the question:</p> <ul style="list-style-type: none"> • the role of TV leaders’ debates • party election broadcasts • the use of spin doctors and media advisers • the use of social media. <p>Award marks for any other relevant points.</p> <p>Possible responses The following response would be awarded 1 mark as it contains one relevant aspect with some description.</p> <p><i>Party election broadcasts are short television adverts that parties make to try and influence people to vote for them. Party election broadcasts may only be allocated to political parties registered by the Electoral Commission.</i></p> <p>The following response would be awarded 2 marks as it contains one relevant aspect with detailed description.</p> <p><i>Party election broadcasts are short television adverts that parties make to try and influence people to vote for them. Party election broadcasts may only be allocated to political parties registered by the Electoral Commission. The number of these broadcasts that each party is given is determined by the number of candidates a party is fielding in that election as well as the party’s past election performance.</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> <p><i>Party election broadcasts are short television adverts that parties make to try and influence people to vote for them. Party election broadcasts may only be allocated to political parties registered by the Electoral Commission. The number of these broadcasts that each party is given is determined by the number of candidates a party is fielding in that election as well as the party’s past election performance.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Analysis Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications. Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example, of an idea, theory, argument) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. 		<p><i>There are a variety of approaches taken, for example in 2021, the Scottish Conservatives were putting forward the message of rebuilding the economy and improving education but doing that as part of the union. The Scottish Labour broadcast emphasised the need for COVID-19 recovery, but also alluded to previous Labour Party leaders and their ideas and work, such as Gordon Brown. The Scottish Liberal Democrats were keen to portray the message of ‘new hope’ and heavily featured Alex Cole-Hamilton, who had only recently replaced Willie Rennie as the party’s leader in Scotland. Ultimately, parties can decide which messages they wish to put across in their broadcasts to the viewing electorate.</i></p> <p>Analysis Award up to 2 marks for analytical comments that evaluate the importance of the media.</p> <p>The following response would be awarded 1 mark as it is a straightforward analytical comment.</p> <p><i>Party election broadcasts can be an effective way of letting voters see what different parties can offer them. This, coupled with other types of media such as TV debates, means that voters can make more informed choices when casting their vote.</i></p> <p>The following response would be awarded 2 marks as it is a more detailed analytical comment with supporting evidence provided.</p> <p><i>Party election broadcasts can be an effective way of letting voters see what different parties can offer them. This, coupled with other types of media such as TV debates, means that voters can make more informed choices when casting their vote. It should be noted though that party election broadcasts are not without their problems. They can sometimes suffer from a perception as being ‘cheesy’ or ‘boring’ and a survey revealed that 74% of people would rather pay their household bills than watch one. This means that parties really need to try and make their broadcast both informative but interesting, to try and capture the attention of viewers.</i></p>

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

Question	General marking instructions	Max mark	Specific marking instructions for this question
(b)	<p>Knowledge and understanding Candidates must demonstrate knowledge and understanding of the relevance of the rational choice model in explaining voting behaviour. Award marks for knowledge and understanding based on:</p> <ul style="list-style-type: none"> • the breadth of knowledge covered • the level of detail and description of these points • the accuracy of descriptions and explanations • how these points are developed, taking into account the use of exemplification and the levels of explanations provided. <p>Award up to a maximum of 8 marks for knowledge and understanding.</p>	12	<p>Knowledge and understanding</p> <p>Award marks where candidates refer to the following aspects of the question:</p> <ul style="list-style-type: none"> • voting in self-interest/consumer voting • party leadership • issue voting • campaigns. <p>Award marks for any other relevant points.</p> <p>Possible responses</p> <p>The following response would be awarded 1 mark as it contains one relevant aspect with some description.</p> <p><i>The rational choice model is based upon the idea that voters are increasingly voting according to their own self-interest. This means that they vote according to what issues are concerning them, for example the importance of the NHS.</i></p> <p>The following response would be awarded 2 marks as it contains one relevant aspect with detailed description.</p> <p><i>The rational choice model is based upon the idea that voters are increasingly voting according to their own self-interest. This means that they vote according to what issues are concerning them, for example the importance of the NHS. In January 2023, over half of the electorate thought that health was the most important issue facing the UK. Although health is usually an important issue for many voters, it has been heightened further by the COVID-19 pandemic and increasing pressures (such as staffing, funding and capacity) on the NHS.</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>Analysis 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"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. 		<p><i>The rational choice model is based upon the idea that voters are increasingly voting according to a single issue. Single issues are often short-term issues that are important to the electorate and political parties often campaign on these and have specific policies in their manifestos. Brexit was a significant factor in the 2019 UK general election. The Conservatives campaigned on the manifesto commitment ‘Get Brexit Done’ with an oven ready deal gaining 48 seats and achieving a majority of 80. Scottish independence meanwhile was a significant factor in the 2021 Scottish elections. This shows that there is a clear link between single issues and the way people vote.</i></p> <p>Analysis Award up to 2 marks for analytical comments that evaluate the importance of the rational choice model. To gain 4 marks candidates must make analytical comments on each of the aspects covered in their answer, otherwise award a maximum of 3 marks.</p> <p>The following response would be awarded 1 mark as it is a straightforward analytical comment.</p> <p><i>The rational choice model of voting behaviour is increasingly relevant to voters in the UK. The electorate is no longer loyal to political parties and instead vote according to their self-interest and what issues matter to them.</i></p> <p>The following response would be awarded 2 marks as it is a more detailed analytical comment with supporting evidence provided.</p> <p><i>The rational choice model of voting behaviour is increasingly relevant to voters in the UK. The electorate is no longer loyal to political parties and instead vote according to their self-interest and what issues matter to them. The issues that influence voters can differ significantly and can be either local, national or international. The wide range of issues, coupled with the increasing emphasis on leadership, means that political parties can no longer rely on groups and sections of society supporting them at the ballot box. This means that they need to work harder to try and secure votes from the electorate.</i></p>

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

[END OF MARKING INSTRUCTIONS]