

**2003 Modern Studies**

**Intermediate 2**

**Finalised Marking Instructions**

## **Intermediate 2 Modern Studies**

### **Marking Instructions**

#### **Supplementary Notes for Markers**

- 1 Markers are asked to ensure that marks are recorded directly opposite the last line of a candidate's response. All other marks/notes by the marker should be outwith the marks columns.
- 2 'List type' answers to **OUTCOME 1** questions at Intermediate 2 Level, if accurate, should be awarded a maximum of 2 marks.
- 3 It is strongly emphasised that the references in the marking instructions indicating expected responses are for guidance only and **MUST NOT BE VIEWED AS PRESCRIPTIVE**. The performance of candidates is measured against the syllabus, outcomes and performance criteria at it is against these, rather than a checklist of responses, that they should be assessed.

**Total Marks Available – 70**

## Section A – Political Issues in the United Kingdom

### Question 1

#### (Study Theme 1 - Local Government in Scotland)

- (a) 

The candidate is required to demonstrate knowledge and understanding of a complex social issue by providing detailed descriptions.
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Award up to **three** marks for a description, depending on quality, level of detail, relevance, accuracy and exemplification.

Credit reference to aspects of the following:

- representation of people in local areas
- holding surgeries, meeting local voters etc
- raising of local issues with others on the council/local council officials/MSPs/MPs etc
- provision of services eg education, housing, social work, cleansing and environmental health etc
- membership of committees, chairing/convening of committees
- any other valid point

### 8 MARKS AVAILABLE - LO1

- (b) 

The candidate is required to evaluate complex sources, providing arguments to support and oppose a given point of view.
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Award up to **three** marks for an argument, depending on quality, level of detail, relevance, accuracy and development of the evidence.

Credit highly candidates who link sources in arguments.

For full marks candidates must refer to all three sources. Maximum of six marks if only two sources used, maximum of four marks if only one source used.

Credit reference to aspects of the following:

#### Support

- best way of funding new school building programme; completion by early date; schools in urgent need of upgrading (Source 1)
- no other way council could provide schools; best value; schools provided at agreed date and price; look after maintenance and repairs; guarantee of good facilities for staff and pupils over 25 years; Class 98 face penalties if standards not met (Source 2)

### Oppose

- scheme will cost over £83 million therefore very expensive; at the end of 25 years still needs to be negotiation; council do not own the schools (Source 1)
- scheme will end up costing more and provide worse service; could borrow themselves but cheaper; use of school will change over 25 years; schools no longer have full control over own facilities (Source 3)

Any other valid point

### 8 MARKS AVAILABLE - LO2

- (c) 

The candidate is required to make comparisons within and between complex sources and draw valid conclusions from them, with justification by developed argument when required.
--

Award up to **three** marks for a conclusion depending upon the quality of the explanation and development of the evidence.

Credit highly conclusions, which show interaction between the sources.

For full marks candidates must refer to all three sources. Maximum of six marks if only two sources used, maximum of four marks if only one source used.

For full marks at least three developed conclusions must be given.

Credit reference to aspects of the following:

- the extent of homelessness in Scotland
  - level of homelessness varies considerably over Scotland
  - overall rise in homelessness 98-99 of 6%
  - 4 out of 11 regions have seen a rise in homelessness
  - 50% increase since 1990
  - has not risen every year: decline in 1995 and 1996 then rise again
  - over 45 000 homeless applications in Scotland in 1999
- numbers of people on council house waiting lists
  - varies by region
  - between 1989 and 1999 overall increase in numbers on waiting lists
  - 7 out of 11 regions have seen a decrease in numbers on waiting list
- relationship between homelessness and council house waiting lists
  - in majority of cases, 8 out of 11, those areas which have seen a decline in homelessness applications have also seen a decline in those on council house waiting lists
  - overall increase in number on waiting lists reflected in overall increase in homeless applications.

- how successfully housing needs are met in Scotland
  - not meeting needs of homeless – overall rise in numbers 98-99
  - not meeting needs of homeless – significant increase 90-99
  - not meeting needs of council house applicants increase in number on waiting lists 89-99
  - meeting needs of homeless in some regions – fall in numbers of homeless applying for housing in 4 regions
  - meeting needs of council house applicants fallen in 7 out of 11 regions.

Any other valid point

**8 MARKS AVAILABLE - LO2**

**Question 2**  
**(Study Theme 2 - Power and Influence in Decision Making)**

- (a) 

The candidate is required to demonstrate knowledge and understanding of a complex social issue by providing detailed descriptions.
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Award up to **three** marks for a description, depending on quality, level of detail, relevance, accuracy and exemplification.

Where candidates address the role of the Scottish Parliament rather than the role of MSP's, credit up to two points only, up to a maximum of 4 marks.

Credit reference to aspects of the following:

- representation of people in constituencies
- holding surgeries, meeting local voters etc
- raising of issues with Scottish Executive
- discussing issues of concern to electorate in Scottish Parliament
- awareness of areas of responsibility of Scottish Parliament
- membership of committees etc
- distinguish between constituency elected MSPs and Regional List MSPs
- any other valid point

**8 MARKS AVAILABLE - LO1**

- (b) 

The candidate is required to make comparisons within and between complex sources and draw valid conclusions from them, with justification by developed argument when required.
--

Award up to **three** marks for a conclusion depending upon the quality of the explanation and development of the evidence.

Credit highly conclusions, which show interaction between the sources.

For full marks candidates must refer to all three sources. Maximum of six marks if only two sources used, maximum of four marks if only one source used.

For full marks at least three developed conclusions must be given

Credit reference to aspects of the following:

- voting recommendations of national newspapers
  - Labour supported by 6 of the 9 national daily newspapers
  - Conservatives only supported by 1
  - Labour had the great bulk of circulation
  - minority parties not supported
- coverage of politicians in the election campaign
  - most space devoted to party leaders
  - Labour politicians gained more coverage than other parties
  - Source 1 also states that campaigns increasingly dominated by personalities

- coverage of issues in the election campaign
  - biggest issue was the election itself
  - wide range of issues discussed
  - relatively small amount of coverage given most issues
  - Source 1 states that important issues are reported and analysed
  - Source 1 states that much space given to coverage of scandal and conduct of election itself
- newspaper bias during the election campaign
  - mostly pro-Labour, one pro-Conservative, no papers supported other parties.
  - Labour, Conservative and Lib Dems all given coverage but concentrated mostly on leaders
  - Labour politicians given greater coverage than other parties

Any other valid point

### 8 MARKS AVAILABLE - LO2

- (c) 

The candidate is required to evaluate complex sources, providing arguments to support and oppose a given point of view.
---

Award up to **three** marks for an argument, depending on quality, level of detail, relevance, accuracy and development of the evidence.

Credit highly candidates who link sources in arguments.

For full marks candidates must refer to all three sources. Maximum of six marks if only two sources used, maximum of four marks if only one source used.

Credit reference to aspects of the following:

#### Support

- members of public can submit petitions; opportunity to take part and influence Parliament and executive; almost 500 petitions submitted; range of parties represented on committee; video link to Shetland; opportunity to present case to committee. A written or electronic submission. (Source 1)
- enables ordinary citizens a chance to raise profile of issues; meetings held around Scotland to increase openness; range of issues considered; meeting open to Public. (Source 3)

#### Oppose

- committee decides whether or not to take further action – may choose to take no further action; citizens expected to go to Executive first or seek views of councillors, MPs or MSPs; decline in number of petitions in most recent year. (Source 1)
- very few petitions produced any results, only 3 petitions debated by Scottish Parliament; most people do not know about the work of the petitions committee; easier for people in Central belt to contact committee; Labour and Lib Dems dominate membership (Source 2)

Any other valid point

### 8 MARKS AVAILABLE - LO2

## Section B – Social Issues in the United Kingdom

### Question 3

(Study Theme 3 - Equality in Society: Gender and Race)

- (a) 

The candidate is required to demonstrate knowledge and understanding of a complex social issue by providing detailed descriptions.
--

Award up to **three** marks for a description, depending on quality, relevance, accuracy and exemplification.

For full marks up to two descriptions are necessary.

Candidates who deal with both women and ethnic minorities should be treated as follows. Mark the sections of their answer that relate to each group separately, and award the higher mark.

Credit reference to aspects of the following.

Women:

- Equal Pay Act
- Sex Discrimination Act
- Equal Opportunities Commission
- work-places required to formulate equal opportunities policies
- Human Rights Act
- recommendations to outlaw sexual harassment
- The Third Community Programme
  - training in new technologies for women
  - improved child care facilities
  - support for ethnic minority women
- any other valid point

Ethnic minorities:

- Race Relations Act
- work-places required to formulate equal opportunities policies
- Human Rights Act
- recommendations to outlaw racial harassment
- multicultural awareness education
- any other valid point

**6 MARKS AVAILABLE - LO1**

- (b) 

The candidate is required to demonstrate knowledge and understanding of a complex social issue by providing clear explanations.
---

Award up to **three** marks for an explanation depending on quality, level of detail, relevance, accuracy and exemplification.

For full marks three explanations must be given including consideration of both an argument for and an argument against in the answer.

Candidates should be given credit for answers, which refer to both women and ethnic minorities, as well as answers that refer exclusively towards women or ethnic minorities.

Credit reference to aspects of the following:

Women:

For:

- everyone is treated equally before the law
- men and women entitled to a fair trial

Against:

- men outnumber women at all stages of the criminal justice system – apprehension, prosecution, conviction and imprisonment
- women more likely to be released at various stages
- any other valid point

Ethnic minorities

For:

- everyone is treated equally before the law
- all are entitled to a fair trial

Against:

- crime rates higher for ethnic minority groups
- differences in pre-trial treatment and sentencing
- evidence of distrust, prejudice and violence by police
- more likely to get prison sentences than suspended sentences or probation
- examples of recent case studies eg Stephen Lawrence Enquiry; Chokar case
- any other valid point

**8 MARKS AVAILABLE - LO1**

- (c) 

The candidate is required to evaluate complex sources by selecting evidence from them in order to justify a recommendation. The candidate must also explain why they have rejected another option.
--

Award up to **four** marks for a justification depending upon relevance and development of the evidence. Credit highly justifications, which show interactions between sources.

For full marks students must justify their recommendation and explain why they have rejected the other option. Answers, which deal with only one decision, should be awarded a maximum of eight marks.

2 marks awarded for explanation for rejecting other option.

Answers, which make use of two sources only, should be awarded a maximum of eight marks. Answers based on one source alone should be awarded a maximum of four marks.

Credit reference to aspects of the following:

### **Option 1- Provide separate classes for boys and girls**

Source 1

- boys are more likely to be excluded than girls
- boys and girls in general have different learning styles
- behaviour improves in single-sex classes
- girls are a distraction; boys show off in class
- in an experiment 85% of girls and 82% of boys said they preferred being taught that way

Source 2

- higher percentage pass rate for girls at Standard Grade (1-2) and Higher (5 or more) (give statistics from Source 2)
- the gap between girls and boys remains (figures)
- exclusion rates are far higher for boys (figures) – link to Source 1
- not enough male teachers as role models for boys (link to Source 3)

Source 3

- boys would benefit academically without the distraction of the opposite sex
- more male teachers might suit boy's learning styles and provide role models
- behaviour is better so exclusion rate would be decreased
- single –sex schools can offer teachers who are experts in teaching either boys or girls

### **Option 2 – Keep classes mixed**

Source 1

- research by EOC shows single-sex education has little impact on academic achievement
- single-sex schools do better because they get better pupils
- mixed schools tend to get more out of boys and girls in the lower ability band
- boys are still doing better than girls in certain subjects

Source 2

- boys results are improving year on year (figures)
- Most headteachers are male
- In secondary schools nearly 50% of teachers are male

Source 3

- men still get the top jobs (link with Head Teachers 88% in Source 2)
- learning environment could take account of different learning styles
- boys catch up with girls in later years (link with Source 2)
- smaller class sizes and more classroom assistants would benefit more

**10 MARKS AVAILABLE - LO2**

#### Question 4

#### (Study Theme 4 - Equality in Society: Health and Wealth)

- (a) 

The candidate is required to demonstrate knowledge and understanding of a complex social issue by providing detailed descriptions.
--

Award up to **three** marks for a description, depending on quality, relevance, accuracy and exemplification.

For full marks up to two descriptions are necessary.

Health needs

Credit reference to aspects of the following:

- providing primary care through NHS
  - GPs, health visitors, dentistry
  - Eyesight and hearing tests
  - Health visitors/midwives
- providing secondary services
  - hospitals (specialists/consultants/paediatricians)
  - operations
- research into medicine and treatments
  - advances in coronary care/diabetes treatment
  - technology – transplants
- providing advice on lifestyle eg diet/exercise/alcohol/smoking
- bus fares
- free school meals
- meals on wheels
- any other valid point

Income Needs

Credit reference to aspects of the following:

- UK government - Jobseekers Allowance; Income Support and other benefits
- Scottish Executive - tuition fees paid/bursaries
- Local government - housing benefit/concessionary rates for leisure facilities
- any other valid point

**6 MARKS AVAILABLE - LO1**

- (b) (i) 

The candidate is required to demonstrate knowledge and understanding of a complex social issue by providing clear explanations.
---

Award up to **four** marks for an explanation, depending on the quality, relevance, accuracy and exemplification and which shows various factors interacting.

Do not over credit answers which refer purely to private health care or merely describe residential or nursing homes.

For full marks two explanations must be given including consideration of both an advantage and a disadvantage in the answer.

Credit reference to aspects of the following:

Advantage

- more choice
- higher quality of care
- able to meet individual needs/preferences
- saves taxpayers money/more efficient

Disadvantage

- creates inequality/two tier system
- disadvantages low income groups
- profit/efficiency more important than care
- more costly for elderly person
- poor quality of care/not subjected to same standards as local authority provision

Any other valid point

**8 MARKS AVAILABLE - LO1**

- (b) (ii) 

The candidate is required to demonstrate knowledge and understanding of a complex social issue by providing clear explanations.
---

Award up to **four** marks for an explanation, depending on quality, relevance, accuracy and exemplification and which shows various factors interacting.

For full marks two explanations must be given including consideration of both an advantage and a disadvantage in the answer.

Credit reference to the following:

Advantage

- children looked after by own parent
- reduces stress as parent does not have to cope with two jobs
- reduces need to provide child care

Disadvantage

- making ends meet on low income
- stressful/lonely/parent misses out on socialising with colleagues

Any other valid point

**8 MARKS AVAILABLE - LO1**

- (c) 

The candidate is required to evaluate complex sources by selecting evidence from them in order to justify a recommendation. The candidate must also explain why they have rejected the other option.
--

Award up to **four** marks for a justification depending upon relevance and development of the evidence. Credit highly justifications, which show interactions between sources.

For full marks students must justify their recommendation and explain why they have rejected the other option. Answers, which deal with only one decision, should be awarded a maximum of eight marks.

2 marks awarded for explanation for rejecting other option.

Answers, which make use of two sources only, should be awarded a maximum of eight marks. Answers based on one source alone should be awarded a maximum of four marks.

Credit reference to aspects of the following:

Option 1 – to keep the Child Support Agency

Source 1

- child maintenance payments have helped pay for child care and allowed lone parent to go out to work
- enabled separation to be more amicable
- advice available on helpline
- better standard of living

Source 2

- reduces child poverty – increase in maintenance payments (Source 3)
- encourages parents to take responsibility for their own children/relieves the taxpayer – link with Source 3 maintenance payments
- provides parents with clear information about the child maintenance system

Source 3

- the overall amount collected for maintenance payments has risen from less than £100 million (1994-5) to over £500 million in 2000-01)

Option 2 – to abolish the Child Support Agency

Source 1

- prevents clean break
- disadvantages second families
- only there to save government money
- discourages absent parents on low pay from working (link with Source 3)

Source 2

- only 47% receive the full amount due
- only one in three lone parents gets any child maintenance from absent parent
- One Parent Plus have received many calls from concerned parents
- once a lone parent is receiving money from absent parent they may no longer be entitled to extra benefits

Source 3

- decrease in non-resident parents in employment in all regions eg 7000 less in employment in Scotland and North East England therefore may not reduce child poverty (Source 2) and backs up Andrew Mason's point that he'd be better off not working

**10 MARKS AVAILABLE - LO2**

**Question 5**  
**(Study Theme 5 – Crime and the Law in Society)**

- (a) 

The candidate is required to demonstrate knowledge and understanding of a complex social issue by providing detailed descriptions.
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Award up to **three** marks for a description, depending on quality, relevance, accuracy and exemplification.

For full marks up to two descriptions are necessary.

Credit reference to aspects of the following:

- Operation Spotlight focused on different aspects of crime eg road/traffic offences
- advice on protection of property and crime prevention
- patrolling streets and residential areas
- installing and operating CCTV
- drugs education in schools
- any other valid point

**6 MARKS AVAILABLE - LO1**

- (b) 

The candidate is required to demonstrate knowledge and understanding of a complex social issue by providing detailed explanations.
--

Award up to **four** marks for an explanation, depending on quality, relevance, accuracy and exemplification and which shows various factors interacting.

For full marks up to two explanations must be given including consideration of both an argument for and an argument against in the answer.

Credit reference to aspects of the following:

For

- reduces prison population
- cost effective
- more appropriate for some people/crimes
- allows a measure of freedom and to remain in society
- any other valid point

Against

- ineffectual punishment – will make no real difference
- criminal may remove tag
- dangerous criminals will remain in the community
- any other valid point

**8 MARKS AVAILABLE - LO1**

- (c) 

The candidate is required to evaluate complex sources by selecting evidence from them in order to justify a recommendation. The candidate must also explain why they have rejected the other option.
--

Award up to **four** marks for a justification depending upon relevance and development of the evidence. Credit highly justifications, which show interaction between the sources.

For full marks students must justify their recommendation and explain why they have rejected the other option. Answers, which deal with only one decision, should be awarded a maximum of eight marks.

Answers, which make use of two sources only, should be awarded a maximum of eight marks. Answers based on one source alone should be awarded a maximum of four marks.

Credit reference to aspects of the following:

Option 1 – Cannabis classified as a Class B drug

Source 1

- violent crime associated with drug abuse has risen dramatically
- numbers murdered in drug related shootings
- taking cannabis is bad for health and can affect driving skill
- taking cannabis is the first step towards more serious drug use

Source 2

- large rise in use of all drugs: cocaine; heroin and cannabis (figures) – Cannabis most common in drug offences
- a significant proportion of all age groups disapprove of changing the law (figures)

Source 3

- will lead to greater use
- this will lead more young people onto harder drugs
- there will be an increase in driving injuries and deaths
- bad for economy due to loss of work hours

Option 2 – Classify cannabis as a Class C drug

Source 1

- cannabis can ease the symptoms of certain diseases
- cannabis is less harmful than some legal drugs such as tobacco and alcohol
- too much police time is wasted dealing with cannabis offences
- Britain has toughest drug laws and highest level of users

Source 2

- for all age groups except 65+, a greater percentage approve rather than disapprove of relaxing drug laws (give figures)

Source 3

- people using cannabis for medicinal use are being turned into criminals (link to approval rates in Source 2)
- police time is being wasted and would be better used to chase big dealers – link to Source 2
- distinction needs to be made between more harmful drugs and cannabis to cut the criminal link with dealers in harder drugs

**10 MARKS AVAILABLE - LO2**

## Section C – International Issues

### Question 6

#### (Study Theme 6 – Issues in Europe)

- (a) 

The candidate is required to demonstrate knowledge and understanding of a complex international issue by giving clear descriptions.
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Award up to **four** marks for each description depending upon quality, relevance, accuracy and exemplification.

For full marks two descriptions must be given.

Candidates who write about more than one country should be treated as follows. Mark the points relating to each country separately and then award the highest mark possible for reference to one country.

Credit reference to aspects of the following

- household income
- average earnings
- level of benefits
- standard of housing
- levels of ownership of TV and other household goods
- levels of car ownership
- quality of public transport
- spending patterns on essentials
- spending on luxuries
- lifestyle choices available in terms of leisure
- any other valid point

#### **8 MARKS AVAILABLE - LO1**

- (b) 

The candidate is required to demonstrate knowledge and understanding of a complex international issue by giving clear explanations.
---

Award up to **four** marks for an explanation depending on quality, relevance, accuracy and exemplification and which shows various factors interacting.

Credit reference to aspects of the following:

- high proportion of EU spending on the CAP
- high spending on supporting prices
- food prices in the EU are high
- beef and butter mountains
- milk and wine lakes
- countries with efficient agriculture are subsidising those who have not
- the money could be better spent to benefit a bigger number of people
- any other valid point

#### **6 MARKS AVAILABLE - LO1**

- (c) 

The candidate is required to evaluate complex sources, explaining instances of selective use of facts, giving developed arguments
---

Award up to **four** marks for a conclusion reached depending upon the quality of argument and accurate use of evidence

Candidates who use only one source in their answer should be awarded a maximum of three marks. Candidates who use only two sources should be awarded a maximum of six marks.

Credit reference to aspects of the following, “Joining the Euro would benefit the UK”

Evidence of selective use of facts as follows:

Source 1

- Consumer prices
  - Have gone up in most of the Euro countries more than in the UK
  - UK prices have gone up 2.1% in 2001
  - Germany by 2.5%, Italy by 2.7%, Netherlands by 4.7%
  - consumer prices on average in the Euro area have gone up by 2.6%
- Unemployment rates
  - Rates are higher in most of the Euro countries than the UK
  - UK unemployment is 5.1% in 2001
  - France 8.6% Germany 7.9% Italy 9.4%
  - unemployment on average in the Euro area is 8.3% in 2001

Source 2

- In an Opinion Poll Question, if there was a referendum, would you vote to join the single European currency (Euro) or would you vote not to join?
  - Only 24% wanted to join in August 1999
  - Only 27% wanted to join in August 2001
  - 60% did not want to join in August 1999
  - 58% did not want to join in August 2001
  - Any other correct use of figures

Source 3

- ‘Say No to the Euro’ are convinced it would be a mistake to join. An independent country should have an independent currency
- The Euro has not been a success. The value of the Euro has fallen against the Pound (£) and US Dollar (\$)
- Some MPs and other commentators are worried that the introduction of the Euro is just the first step in the setting up of a European superstate. This would result in the UK losing its independence
- Many people on fixed incomes are concerned that it would be an excuse to put up prices as happened in many supermarkets and other shops when the Euro was launched in January 2002

Any other valid point

**8 MARKS AVAILABLE - LO2**

### Question 7

#### (Study Theme 7 – Issues in an Emerging Nation: Brazil)

- (a) 

The candidate is required to demonstrate knowledge and understanding of a complex international issue by providing detailed descriptions.
---

Award up to **four** marks for each description depending upon quality, relevance, accuracy and exemplification.

For full marks two descriptions must be given.

Credit reference to aspects of the following:

- housing inequalities – favelas areas/middle class areas
- inequalities in education, health between different groups
- experiences of street children
- any other valid point

#### **8 MARKS AVAILABLE - LO1**

- (b) 

The candidate is required to demonstrate knowledge and understanding of a complex international issue by giving clear explanations.
---

Award up to **four** marks for an explanation depending on quality, relevance, accuracy and exemplification and which shows various factors interacting.

- issues which affect original inhabitants ('Indians')
- discrimination faced by women, children
- police brutality/corruption
- conditions in prisons
- ineffectiveness of government policies
- any other valid point

#### **6 MARKS AVAILABLE - LO1**

- (c) 

The candidate is required to evaluate complex sources, explaining instances of selective use of facts, giving developed arguments.
--

Award up to **four** marks for a conclusion reached depending upon the quality of argument and accurate use of evidence.

Candidates who use only one source in their answer should be awarded a maximum of three marks. Candidates who use only two sources should be awarded a maximum of six marks.

Credit reference to aspects of the following:

Source 1

- GDP has declined steadily 1997 – 2000. For example, in 1997, it was \$807.8 billion and by 2000, it was \$595.9 billion.
- Income per person has also declined. In 1997 it was \$5060 and by 2000 it was \$3587
- Unemployment increased between 1998 and 1999. In 1998 it was 7.6% and in 1999 it was 7.8%

Source 2

- The level of production in the agricultural sector declined between 1999 and 2000. In 1999 it was 7.4% but by 2000 it went down to 3.0%

Source 3

Credit the following points:

- “Brazil is now suffering the consequences of years of under investment in transport networks, communications and public services.”
- ‘The Government was forced to reduce the value of the Real in 1999, but this failed to prevent the currency from its continuing downward spiral – the Real is now close to half its post devaluation level
- Brazil has faced problems with its Balance of Payments when the prices of agricultural products have fallen on international markets

**8 MARKS AVAILABLE - LO2**

### Question 8

#### (Study Theme 8 – Issues in an Emerging Nation: China)

- (a) 

The candidate is required to demonstrate knowledge and understanding of a complex international issue by providing detailed descriptions.
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Award up to **four** marks for each description depending upon quality, relevance, accuracy and exemplification.

For full marks descriptions two descriptions must be given

Credit reference to the following groups of people in China

- wealthy farmers who have good land and make a profit
- unemployed or underemployed people in the countryside
- workers in the Special Economic Zones who have well paid jobs
- skilled and well qualified young people in cities such as Shanghai and Beijing
- unskilled workers in the towns
- homeless and migrant workers in the big cities
- any other valid point

#### **8 MARKS AVAILABLE - LO1**

- (b) 

The candidate is required to demonstrate knowledge and understanding of a complex international issue by giving clear explanations
--

Award up to **four** marks for an explanation depending on quality, relevance, accuracy and exemplification and which shows various factors interacting.

Credit reference to aspects of the following:

- rights related to one child policy
- no right to a fair trial
- no right to speak in your own defence
- no right to protest
- Falun Gong – prison, deaths in police custody
- no right to criticise the government
- no right to a vote to change the government
- death penalty for 65 crimes
- torture in Laogai
- prisoners may be required to do dangerous jobs
- any other valid point

#### **6 MARKS AVAILABLE - LO1**

(c)

The candidate is required to evaluate complex sources, explaining instances of selective use of facts, giving developed arguments

Award up to **four** marks for a conclusion reached depending upon the quality of argument and accurate use of evidence.

Candidates who use only one source in their answer should be awarded a maximum of three marks. Candidates who use only two sources should be awarded a maximum of six marks.

Credit reference to aspects of the following:

Source 1

‘The state remains the most successful sector in the Chinese economy’

- by 1995 output by private firms and collective firms was about the same level as for state firms
- by 1997 output by private firms and collective firms was more than by state firms
- by 1999 output by private firms was over 6 trillion Yuan, over 4 trillion Yuan by collective firms and just under 4 trillion Yuan by state firms

Source 2

‘There has been steady progress in every part of the Chinese economy’

- progress in trade has not been steady
- there was a big increase in the years 1995, 1997 and 2000, by 23%, 21% and 27% respectively
- but trade only increased by 2% in 1996, 1% in 1998 and by 6% in 1996 and 2001

Source 3

‘There has been steady progress in every part of the Chinese economy’.

- rural areas have lagged behind and have not shared in this general increase in prosperity resulting from the expansion of private firms
- state firms are inefficient and employ far more workers than they need; their output is low and many make a loss
- the Chinese Government is afraid to close them down or cut their workforce because the result would be a big increase in unemployment

**8 MARKS AVAILABLE - L02**

### Question 9

#### (Study Theme 9 – Issues in an Emerging Nation: South Africa)

- (a) 

The candidate is required to demonstrate knowledge and understanding of a complex international issue by providing detailed descriptions.
---

Award up to **four** marks for each description depending upon quality, relevance, accuracy and exemplification.

For full marks two descriptions must be given.

Credit reference to aspects of the following:

- continuing inequalities between the different racial groups
- housing inequalities eg life in townships, squatter camps
- inequalities in education, health between the different racial groups
- new black middle class/contrasts with poor blacks and whites
- any other valid point

#### **8 MARKS AVAILABLE - LO1**

- (b) 

The candidate is required to demonstrate knowledge and understanding of a complex international issue by giving clear explanations
--

Award up to **four** marks for an explanation depending on quality, relevance, accuracy and exemplification and which shows various factors interacting.

Credit reference to aspects of the following:

- domination of ANC at National and Provincial level – lack of effective opposition
- criticisms of Mbeki leadership
- ideological differences within the ANC
- opposition from groups such as COSATU
- demands for greater autonomy from KwaZulu Natal
- demands for greater autonomy amongst extremist whites
- any other valid point

#### **6 MARKS AVAILABLE - LO1**

- (c) 

The candidate is required to evaluate complex sources, explaining instances of selective use of facts, giving developed arguments.
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Award up to **four** marks for a conclusion reached depending upon the quality of argument and accurate use of evidence

Candidates who use only one source in their answer should be awarded a maximum of three marks. Candidates who use only two sources should be awarded a maximum of six marks.

Credit reference to aspects of the following.

Source 1

- There are wide differences in the distribution of poverty between the Province eg Eastern Cape 24.9% poverty compared to Northern Cape where it is 1.9%.

Source 2

- The level of child poverty varies between the Provinces. For example, the Eastern Cape has the highest level at 75.2%, whilst the Western Cape has the lowest at 25.3%.
- The percentage of children that regularly suffer hunger also varies between the Provinces eg Mpumalanga it is 39.2%, Gauteng it is 19.3%.

Source 3

- The Provinces of Eastern Cape and KwaZulu Natal have the highest concentration of poverty in South Africa. Over half of the poor children in South Africa live in these two Provinces.
- 50% of children suffering from hunger in South Africa live in Eastern Cape and KwaZulu Natal.
- Most people who are poor live in rural areas. 57% of men in rural areas live in poverty, compared to 26% living in urban areas are poor. 63% of women in rural areas live in poverty, compared to 31% of women in urban areas.

**8 MARKS AVAILABLE - LO2**

[END OF MARKING INSTRUCTIONS]