



**2007 Modern Studies**

**Standard Grade – Credit**

**Finalised Marking Instructions**

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## Supplementary Notes for Markers

- 1 Markers are asked to ensure that marks are entered in the correct columns. Column 1 is for KNOWLEDGE AND UNDERSTANDING and column 2 is for ENQUIRY SKILLS. Marks should be recorded directly opposite the last line of a candidate's response.
- 2 'List type' answers to questions at Credit 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 Extended Grade Related Criteria and it is against these, rather than a checklist of responses, that they should be assessed.

### Total Marks Available

|                             |    |
|-----------------------------|----|
| Knowledge and Understanding | 32 |
| Enquiry Skills              | 40 |

## **SYLLABUS AREA 1 – LIVING IN A DEMOCRACY**

### **QUESTION 1**

- (a) 

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| The concept being assessed is Rights. Candidates are required to use understanding of the concept to provide detailed descriptions with relevant examples and appropriate generalisations. |
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Award up to 3 marks for a description depending on quality, relevance, accuracy and level of detail. Credit highly those candidates who provide detailed exemplification in their answer.

Answers may include:

- to demonstrate/protest outside public/government buildings. This may attract media attention and get their arguments over to wider audience
- to lobby their MP at the House of Commons. Constituents have the right to visit parliament and ask to speak to their MP
- to send letters/e-mails of protest to their MP, Minister in charge, or Prime Minister
- to setup a petition, perhaps on the Internet, to allow the public to express their concerns as well.

Any other valid point.

**Knowledge and Understanding, 4 marks available**

- (b) 

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| The concept being assessed is Representation. Candidates are required to use understanding of the concept to provide detailed explanations with relevant examples and appropriate generalisations. |
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Award up to 3 marks for an explanation depending on its quality, relevance and accuracy. Credit highly those candidates who provide detailed exemplification in their answer.

Answers may include:

**Advantages of Single Transferable Vote:**

- no wasted votes. If a voter fails to get their first choice, the vote will be reallocated until it is counted
- smaller parties have a better chance of getting a candidate elected. This means that one party is less likely to dominate
- gives greater choice to voters as they could choose to vote for all the candidates in one party, or all women candidates, or all ethnic minority candidates. There are limitless variations as to how a particular person could vote
- coalitions between parties are much more likely. This will encourage parties to work together more, and better reflect the way people have voted.

Any other valid point.

**Advantages of Additional Member System:**

- the number of MSPs each party gains is much more proportional to the votes cast nationally. This better reflects the wishes of the people of Scotland
- smaller parties have a better chance of gaining seats. The parties that do well on the first vote are penalised on the second vote. This has allowed MSPs to be elected from the Green Party, Scottish Socialists, Solidarity, and other small parties
- fewer wasted votes, as in the second ballot votes are redistributed. This gives a greater incentive to vote
- Scotland has a coalition government. This reflects the way people in Scotland have voted. Where one party did not get a majority of the votes, they alone should not form the government.

Any other valid point.

**Advantages of First Past the Post:**

- it is fair as the candidate who gets most votes wins the constituency – more people voted for the winning party
- it is a simple system which is easy for voters to understand. One cross is placed against the name of a candidate. It delivers a quick and readily understandable result
- each constituency has a personal link with single MP who can keep in close contact with the people in the area
- it usually provides a clear winner nationally, allowing one party to form a strong government without the need to form a coalition.

Any other valid point.

**Knowledge and Understanding, 6 marks available**

- (c) 

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| Candidates are required to detect and explain examples of lack of objectivity in complex sources, giving developed argument when required. |
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Award up to 2 marks for an example of selectivity or otherwise, depending on the quality of explanation.

For full marks, all three sources must be used.

Credit highly answers which make a direct link between the view and the sources. Answers which do not make an explicit link between the view and the sources should be awarded a maximum of 4 marks.

Candidates may draw one overall conclusion or conclusions to each part of the view as to the extent of selectivity. Answers which fail to do this, should be awarded a maximum of 6 marks.

Answers may include:

**“The Conservative Party did badly in all areas of the country”.**

From Source 1:

- in Scotland they did very badly with only 16% of the vote and 2% of the seats. They came fourth behind Labour, Liberal Democrats and the SNP
- in Wales they also did badly with only 8% of the seats, well behind Labour and the Liberal Democrats
- in the UK they did better, coming within 3% of Labour in terms of % vote, but still well behind in number of MPs
- in England they did well and actually got more votes than Labour. However, they got far fewer MPs.

Karen Mitchell is being slightly selective, as it was only in England that they did well, and only in % of votes, not in the number of MPs.

**“The Liberal Democrats, on the other hand, are the only party whose support increased amongst different age ranges ... compared with other parties, between 1997 and 2005”.**

From Source 3:

- the Liberal Democrats increased their support in all 4 age groups shown
- support for the Labour party fell in all 4 of the age groups
- the Conservative party had a decrease in 2 of the age groups, but did better in both the 35-64 and the 65+ age ranges.

Karen is being slightly selective. She is correct in what she says with the exception of two age groups for the Conservative Party.

**“The Liberal Democrats, on the other hand, are the only party whose support increased within different social classes compared with other parties, between 1997 and 2005”.**

From Source 2:

- support for the Lib Dems increased in all 3 social classes shown
- support for Labour decreased from both the Working Class (Skilled) and the Working Class (Unskilled), but increased from the Middle Class
- the Conservative Party got less support from the Middle Class, but increased support from both the Skilled and Unskilled Working Class.

Karen is being slightly/quite selective because although the Liberal Democrats increased their support within all social classes, it is also true that both the Labour and Conservative parties did see some increased support from certain social class groups.

Overall, Karen is being slightly/quite selective in the use of facts, as there is evidence to show that the Conservatives did not do badly in all areas of the country, and that other parties apart from the Liberal Democrats did get increased support from different groups in society.

**Enquiry Skills, 8 marks available**

## **SYLLABUS AREA 2 – CHANGING SOCIETY**

### **QUESTION 2**

- (a) 

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| The concept being assessed is Need. Candidates are required to use understanding of the concept to provide detailed explanations with relevant examples and appropriate generalisations. |
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Award up to 3 marks for each point, depending on the quality of both the description and explanation, relevance and accuracy. Credit highly those candidates who provide detailed exemplification with their answer.

Answers may include:

- some families are unemployed and survive on a low income and therefore cannot financially afford to buy a nutritionally balanced diet
- some families are single parents who go out to work for long hours and so the emotional needs of the children are not being met
- some parents may have a disability which means that they cannot meet the physical needs of their children
- some parents do not have access to their children which prevents them from meeting the emotional needs of their children
- some parents cannot meet the developmental needs of their children due to a lack of education.

Any other valid point.

**Knowledge and Understanding, 6 marks available**

- (b) 

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| Candidates are required to provide evidence to support and oppose a given point of view. |
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Award up to 2 marks for a reason depending on the relevance and development of the evidence.

Candidates who do not make an explicit link between the views and the sources should be awarded a maximum of 2 marks.

Candidates who merely refer to individual regions should be awarded a maximum of 2 marks.

The correct responses are:

**View of Tom Hicks**

‘In 1995, unemployment was a bigger problem in the North than it was in the South.’

**Reason to support**

All 7 regions in the ‘North’ had higher unemployment than 4 out of the 5 regions of the ‘South’. Therefore, it was a bigger problem.

**View of Tom Hicks**

‘Ten years on, the situation was the complete opposite.’

**Reason to oppose**

As all 7 regions in the ‘North’ still have higher unemployment than 4 out of the 5 regions of the ‘South’ it was not the complete opposite. It was still the same.

**Enquiry Skills, 4 marks available**

- (c) 

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| Candidates are required to make comparisons within and between complex sources and draw valid conclusions from them, with justification using developed argument when required. |
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Award up to 2 marks for a conclusion and justification depending upon the quality of explanation given and the accurate use of evidence.

All four headings must be considered for full marks.

Answers may include:

**Changes in marriage and divorce in the Britain:**

- Between 1970 and 2005 **marriages have decreased** by more than 50% from 400,000 to under 200,000.
- **Divorces have nearly trebled** over the same time from about 60,000 to just under 200,000.

**The link between changes in marriages and changes in the “traditional” family:**

- The ‘traditional’ family has always been seen as a **couple with dependent children**. The % of the ‘**traditional**’ family **has fallen** from 52% of households in 1971 to 37% in 2004.
- Between 1970 and 2005, **marriages have decreased** by more than 50%. **Therefore, as the % of marriages fell, the % of the ‘traditional’ family also fell.**

**The difference between the percentages of lone parent families in Britain and Scotland’s four main cities:**

- The % of lone parent families in Britain was 12% in 2004. The % of lone parent families in Scotland’s four main cities was over 22-26%, with 3 of them between 27-48%. **Therefore, the % was much higher in Scotland’s four main cities.**

**The main difference between ethnic minority families and white families:**

- 62% of white families are married couples while all 4 ethnic minority families are over 75% married couples. **Therefore, ethnic minority families are more likely to be married couples.**
- 25% of white families are lone parent families while all 4 ethnic minority families are under 20% lone parent families. **Therefore, ethnic minority families are less likely to be lone parent families.**
- 13% of white families are cohabiting couples while all 4 ethnic minority families are under 5% cohabiting couples. **Therefore, ethnic minority families are less likely to be cohabiting couples.**

**Enquiry Skills, 8 marks available**

## **SYLLABUS AREA 3 – IDEOLOGIES**

### **QUESTION 3A – THE USA**

- (a) 

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|---|
| The concept being assessed is Participation. Candidates are required to use understanding of the concept to provide detailed explanations with relevant examples and appropriate generalisations. |
|---|

Award up to 3 marks for each reason, depending on the quality of both the description and explanation, relevance and accuracy. Credit highly those candidates who provide detailed exemplification with their answer.

Answers that do not mention detailed American examples should be awarded a maximum of 5 marks.

Answers may include:

- increase in positive ethnic minority role models such as Condoleeza Rice, Colin Powell, Barack Obama and Ray Nagin
- celebrity voting campaigns to encourage ethnic minorities to come out and vote. In 2004, P Diddy spearheaded the 'Vote or Die' campaign for the Presidential election
- increase in the black middle class. More blacks are graduating college and are therefore more likely to register and vote in elections
- concentration of ethnic minorities in a particular part of a city means that they are more likely to turn out to vote as they believe they have a better chance of getting a minority elected.

Any other valid point.

**Knowledge and Understanding, 8 marks available**

- (b) 

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| Candidates are required to state a hypothesis relevant to the issue of 'Health care in the USA'. |
|--|

Award up to 2 marks for a hypothesis depending on the level of insight displayed.

For example:

**The following receive 0 marks**

- film stars get the most plastic surgery done in the USA
- health care is important.

**The following receive 1 mark**

- ER is a real picture of health care in the USA today
- health care costs a lot in the USA.

**The following receive 2 marks**

- all races in the USA get similar health care
- only the really rich in the US get good health care.

Any other valid hypothesis.

**Enquiry Skills, 2 marks available**

(c) 

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| Candidates are required to state aims relevant to the issue. |
|--|

Award 1 mark for each aim depending on its relevance to the hypothesis.

For example:

Hypothesis: 'All races in the USA get similar health care'

**Possible aims:**

- to find out if health care in the USA is good for some and bad for others
- to find out if blacks have the worst health care in the USA
- to find out the reasons for poor health care amongst different ethnic groups.

Any other valid aim.

**Enquiry Skills, 2 marks available**

- (d) 

|  |
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| Candidates are required to justify the use of a given method of enquiry relevant to the issue of 'Education in the USA'. |
|--|

One good point and one bad point must be given for full marks.

**The following good points receive 1 mark**

- The e-mail content explains who the pupil is and what they are trying to do.
- The e-mail content explains that the pupil has tried to find information first by looking at the school website.
- The e-mail thanks the head teacher for their time and any help they give.

**The following bad points receive 1 mark**

- The e-mail expects the head teacher to print out the questionnaires, hand them out and send them back.
- The pupil wants things done as quickly as possible.
- The e-mail has no name or address to send the 50 copies of the questions back to.

**Enquiry Skills, 2 marks available**

- (e) 

|   |
|---|
| Candidates are required to explain why investigation questions are wrong. |
|---|

Award 1 mark for each question correctly identified.

Award 1 mark for each correct reason.

The correct responses are:

**Question 3**

Are your school meals good and do students get them free?

**Reason to change**

This is a double-barrel question but you can only give one answer. You may think that the school meals are good but that students do not get them for free. However, there is no way in which you can say this.

**Question 4**

Why do Blacks and Hispanics not do well at your school?

**Reason to change**

This question presumes an answer ‘that Blacks and Hispanics do not do well’, without getting the facts beforehand.

**Enquiry Skills, 4 marks available**

### QUESTION 3B – RUSSIA

- (a) 

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| The concept being assessed is Participation. Candidates are required to use understanding of the concept to provide detailed explanations with relevant examples and appropriate generalisations. |
|---|

Award up to 3 marks for each point, depending on the quality of both the description and explanation, relevance and accuracy. Credit highly those candidates who provide detailed exemplification with their answer.

Answers that do not mention detailed Russian examples should be awarded a maximum of 5 marks.

Answers may include:

- it is the only way to peacefully change things within Russia
- Russia has not been a democracy for very long so it is essential that people take part
- the only way to get representatives from parties such as United Russia, Liberal Democratic Party of Russia or the Communist Party of Russia elected to the Duma is by voting for them or working on their behalf.

Any other valid point.

**Knowledge and Understanding, 8 marks available**

- (b) 

|   |
|---|
| Candidates are required to state a hypothesis relevant to the issue of 'Health care in Russia'. |
|---|

Award up to 2 marks for a hypothesis depending on the level of insight displayed.

For example:

**The following receive 0 marks**

- politicians get the most plastic surgery done in Russia
- health care is important.

**The following receive 1 mark**

- TV drama presents a real picture of health care in Russia today
- health care costs a lot in Russia.

**The following receive 2 marks**

- all nationalities in Russia get similar health care
- only the really rich in Russia get good health care.

Any other valid hypothesis.

**Enquiry Skills, 2 marks available**

(c) 

|  |
|--|
| Candidates are required to state aims relevant to the issue. |
|--|

Award 1 mark for each aim depending on its relevance to the hypothesis.

For example:

Hypothesis: 'All nationalities in Russia get similar health care'

**Possible aims:**

- to find out if health care in Russia is good for some and bad for others
- to find out if Chechens have the worst health care in Russia
- to find out the reasons for poor health care amongst different nationalities.

Any other valid aim.

**Enquiry Skills, 2 marks available**

- (d) 

|   |
|---|
| Candidates are required to justify the use of a given method of enquiry relevant to the issue of 'Education in Russia'. |
|---|

1 good point and 1 bad point must be given for full marks.

**The following good points receive 1 mark**

- The e-mail content explains who the pupil is and what they are trying to do.
- The e-mail content explains that the pupil has tried to find information first by looking at the school website.
- The e-mail thanks the head teacher for their time and any help they give.

**The following bad points receive 1 mark**

- The e-mail expects the head teacher to print out the questionnaires, hand them out and send them back.
- The pupil says they want things done as quickly as possible.
- The e-mail has no name or address to send the 50 copies of the questions back to.

**Enquiry Skills, 2 marks available**

(e) 

|   |
|---|
| Candidates are required to explain why investigation questions are wrong. |
|---|

Award 1 mark for each question correctly identified.

Award 1 mark for each correct reason.

The correct responses are:

**Question 3**

Are your school meals good and do students get them free?

**Reason to change**

This is a double-barrel question but you can only give one answer. You may think that the school meals are good but that students do not get them for free. However, there is no way in which you can say this.

**Question 4**

Why is it that girls always do better than boys at your school?

**Reason to change**

This question presumes an answer ‘that girls always do better than boys’, without getting the facts beforehand.

**Enquiry Skills, 4 marks available**

### QUESTION 3C – CHINA

- (a) 

|   |
|---|
| The concept being assessed is Participation. Candidates are required to use understanding of the concept to provide detailed explanations with relevant examples and appropriate generalisations. |
|---|

Award up to 3 marks for an explanation depending upon the quality of explanation, relevance and accuracy. Credit highly those candidates who provide detailed exemplification in their answer.

Answers that do not mention a detailed Chinese example should be awarded a maximum of 5 marks.

Answers may include:

- **One – Party system:** Chinese Communist party keeps strict control on politics at all levels and is given special protection by the constitution. Membership of the party is strictly controlled and is often essential for success in business.
- **Elections:** No free elections are held. Citizens can only vote at local level. Only candidates and parties sanctioned by the Communist Party are allowed to seek election. Eight other parties are legal but do not act as “opposition” eg China Democratic League, Chinese Peasants’ and Workers’ Democratic Party.
- **Banned Opposition/dissent:** Several organisations that have opposed the Communist Party have been banned as dangerous and subversive, eg China Democracy Party, National Democratic Party of Tibet. Organisations like the Falun Gong and the independence movements for Taiwan and Tibet have also been banned and their members persecuted.
- **Arrest, imprisonment or exile:** The “Laogai” system of “re-education through labour” still exists. Many dissidents have been in prison since Tiananmen Square and others have been exiled eg Wei Jingshen.
- **Trade unions/pressure groups:** Independent trade unions are not permitted. The Federation of Trade Unions is linked to the Communist Party. Some pressure group activity is allowed but it cannot question the authority or legitimacy of the Communist Party. Environmental groups have grown in number eg many campaigned against the building of the Three Gorges Dam.
- **Female Participation:** Discrimination stops many women taking part in politics. Attitudes have been slow to change and few women stand as candidates. The All-China Women’s Federation (linked to Communist Party) campaigns to promote equality.

Any other valid point.

**Knowledge and Understanding, 8 marks available**

- (b) 

|  |
|--|
| Candidates are required to state a hypothesis relevant to the issue of 'Health care in China'. |
|--|

Award up to 2 marks for a hypothesis depending on the level of insight displayed.

For example:

**The following receive 0 marks**

- Politicians get the most plastic surgery done in China.
- Health care is important.

**The following receive 1 mark**

- TV drama presents a real picture of health care in China today.
- Health care costs a lot in China.

**The following receive 2 marks**

- All races in China get similar health care.
- Only the really rich in China get good health care.

Any other valid hypothesis.

**Enquiry Skills, 2 mark available**

(c) 

|  |
|--|
| Candidates are required to state aims relevant to the issue. |
|--|

Award 1 mark for each aim depending on its relevance to the hypothesis.

For example:

Hypothesis: 'People living in cities in China have better health care than those living in the countryside.'

**Possible Aims:**

- to find out if health care in China is good for some and bad for others
- to find out if people living in Beijing have the best health care in China
- to find out the reasons for the good health care they have.

Any other valid aim.

**Enquiry Skills, 2 marks available**

- (d) 

|   |
|---|
| Candidates are required to justify the use of a given method of enquiry relevant to the issue of 'Education in China. |
|---|

1 good point and 1 bad point must be given for full marks.

**The following good points receive 1 mark**

- The e-mail content explains who the pupil is and what they are trying to do.
- The e-mail content explains that the pupil has tried to find information first by looking at the school website.
- The e-mail thanks the head teacher for their time and any help they give.

**The following bad points receive 1 mark**

- The e-mail expects the head teacher to print out the questionnaires, hand them out and send them back.
- The pupil says they want things done as quickly as possible.
- The e-mail has no name or address to send the 50 copies of the questions back to.

**Enquiry Skills, 2 marks available**

(e) 

|   |
|---|
| Candidates are required to explain why investigation questions are wrong. |
|---|

Award 1 mark for each question correctly identified.

Award 1 mark for each correct reason.

The correct responses are:

**Question 3**

Are your school meals good and do students get them free?

**Reason to change**

This is a double-barrel question but you can only give one answer. You may think that the school meals are good but that students do not get them for free. However, there is no way in which you can say this.

**Question 4**

Why is it that children from rural areas always do worse at your school?

**Reason to change**

This question presumes an answer that ‘children from rural areas always do worse’ without getting the facts beforehand.

**Enquiry Skills, 4 marks available**

## SYLLABUS AREA 4 – INTERNATIONAL RELATIONS

### QUESTION 4

- (a) 

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|--|
| The concept being assessed is Need. Candidates are required to use their understanding of the concept to provide explanations in depth and detail. |
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Award up to 3 marks for each point, depending on the quality of the description, relevance and accuracy. Credit highly those candidates who provide detailed exemplification within their answer.

Answers may include:

- **Euro**  
The policy on the Euro tries to meet the needs of Europeans by enabling businesses to deal with each other in the same currency. This saves time and money and encourages trade. Citizens are able to travel within the eurozone and not worry about changing money. A single currency makes Europe a strong partner to trade with and facilitates access to a genuine single market for foreign companies, who will benefit from lower costs of doing business in Europe.
- **Enlarged Membership**  
The policy on enlargement tries to meet the needs of Europeans by creating a larger market for products manufactured within the EU as there are few obstacles to trade. It allows workers to travel eg Polish workers to take up long-term vacancies in Scotland's less attractive jobs. All European citizens benefit from having neighbours that are stable democracies and prosperous market economies. Enlargement is a carefully managed process which helps the transformation of the countries involved, extending peace, stability, prosperity, democracy, human rights and the rule of law across Europe.
- **Common Fisheries Policy**  
The policy on fishing tries to meet the needs of Europeans by ensuring that there will be fish stocks in the future by using quotas and decommissioning vessels. This allows fish stocks to be conserved. This is important as many jobs in coastal areas of Europe are dependant on fishing and fish processing.
- **Aid to the regions**  
The policy on aid to the regions tries to meet the needs of Europeans by giving aid to poorer areas of the EU. The Highlands of Scotland have received money to improve transport links to try and improve employment in remote areas. This policy is now of great benefit to people in new EU countries which are poorer than older members.
- **European Defence Force**  
The policy on defence tries to meet the needs of Europeans by getting the members to work co-operatively to protect Europeans by providing manpower and equipment. In 2004 Eufor took over peace keeping in Bosnia-Herzegovina providing over 6 000 troops.
- **Common Agricultural Policy**  
The policy on agriculture tries to meet the needs of Europeans by supporting agriculture in the member states. It was reformed in 2004 as it was no longer meeting the needs of citizens as it was paying farmers to grow crops that were not needed. Farmers mainly now receive money through the Single Farm Payment Scheme (SFPS). It also now tries to maintain the environment eg special payments for farmers who look after hedgerows etc.

Any other valid point on any of the policies.

**Knowledge and Understanding, 8 marks available**

- (b) 

|  |
|--|
| Candidates are required to provide evidence to support and oppose a point of view. |
|--|

Award up to 2 marks for an argument depending on relevance and development of the evidence.

Answers must make explicit links between the Focus on Chad and the Radio Debate. Answers that do not make explicit links should be awarded 0 marks.

Candidates who fail to explain why they rejected the other option should be awarded a maximum of 8 marks.

Answers may include:

#### **For Project One – Rose Energy**

- Rose Energy want to develop large scale oil production and Focus on Chad supports this as many natural resources are underdeveloped.
- Rose will build a city hospital near the oil development. This is needed as there is a lack of medical provision and health is the most important issue according to the pie chart at 27%.
- Drought is a problem and very little land is irrigated so building water pumps along the pipeline would be a positive development. This was a close third in the concerns with 23% and the introduction states ‘lack of sanitation and clean water are major problems’.
- The project will raise much needed money for the government through tax which can be used to pay off some of the debt.

#### **For Project two – Helping Hands**

- Chrissie is right, health care is the most important issue facing Chad (27%). Contraception is important as there’s a much higher population growth than the UK and infant mortality is high at 94.
- Free health care is important as many live on a dollar or less a day and can’t afford to pay doctors who need to be paid in advance. HIV/AIDS rate is high (5% compared to only 0.2% in UK).
- Chrissie says we must improve the income of farmers and 25% of people in Chad agreed that this was the most important issue. 80% of people rely on farming so this would improve the lives of many people.
- People have very few qualifications and are unable to get better paid jobs. Literacy is only 48% so community projects are needed to develop basic skills.

#### **Against Project One – Rose Energy**

- Only people in the south of the country will benefit from the oil development whereas Helping Hands will support people across the country.
- There has already been an oil development in the south of the country but people are still poor and the government is in debt.
- This is a company whose profits will go back to the parent company, not to the local community.

#### **Against Project Two – Helping Hands**

- People do not see education as a priority – only 15% see it as a concern compared to 27% for health.
- This project is only planning to invest \$20 000 compared to Rose Energy’s \$1 billion.

**Enquiry Skills, 10 marks available**

[END OF MARKING INSTRUCTIONS]