



**SQ32/H/01**

**Modern Studies**

Date — Not applicable

Duration — 2 hours and 15 minutes

**Total marks — 60**

**SECTION 1 — DEMOCRACY IN SCOTLAND AND THE UNITED KINGDOM—20 marks**

Attempt Question 1 and EITHER Question 2(a) OR 2(b)

**SECTION 2 — SOCIAL ISSUES IN THE UNITED KINGDOM—20 marks**

Part A Social inequality in the United Kingdom

Part B Crime and the law in the United Kingdom

Attempt Question 3 and EITHER Question 4(a) OR 4(b) OR 4(c) OR 4(d)

**SECTION 3 — INTERNATIONAL ISSUES—20 marks**

Part A World powers

Part B World issues

Attempt EITHER Question 5(a) OR 5(b) OR 5(c) OR 5(d)

Write your answers clearly in the answer booklet provided. In the answer booklet, you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



## SECTION 1 – DEMOCRACY IN SCOTLAND AND THE UNITED KINGDOM – 20 marks

Attempt Question 1 and EITHER Question 2(a) OR 2(b)

### Question 1

Study Sources A and B below and opposite then attempt the question that follows.

#### SOURCE A

##### The 2010 General Election televised debates

The 2010 General Election witnessed the first live television debates between leaders from each of the three main UK parties – Conservatives, Labour and the Liberal Democrats. Cameron, Brown and Clegg all hoped to visually connect with voters during a tightly fought campaign nicknamed the ‘digital election’.

Before the first-ever debate of its kind, an Ipsos MORI poll revealed 60% of those voters surveyed felt the TV debates would be important to them in helping decide the way they would vote. The performance of the candidates during the debates could also have the potential to alter the way the media would handle coverage of each of the leaders and their parties. Following the debates, a range of polls suggested Nick Clegg had won convincingly, with many voters indicating they would switch to the Liberal Democrats. The success of Nick Clegg led to claims of ‘Cleggmania’ and a prediction of a historic increase in the number of seats for the Liberal Democrats.

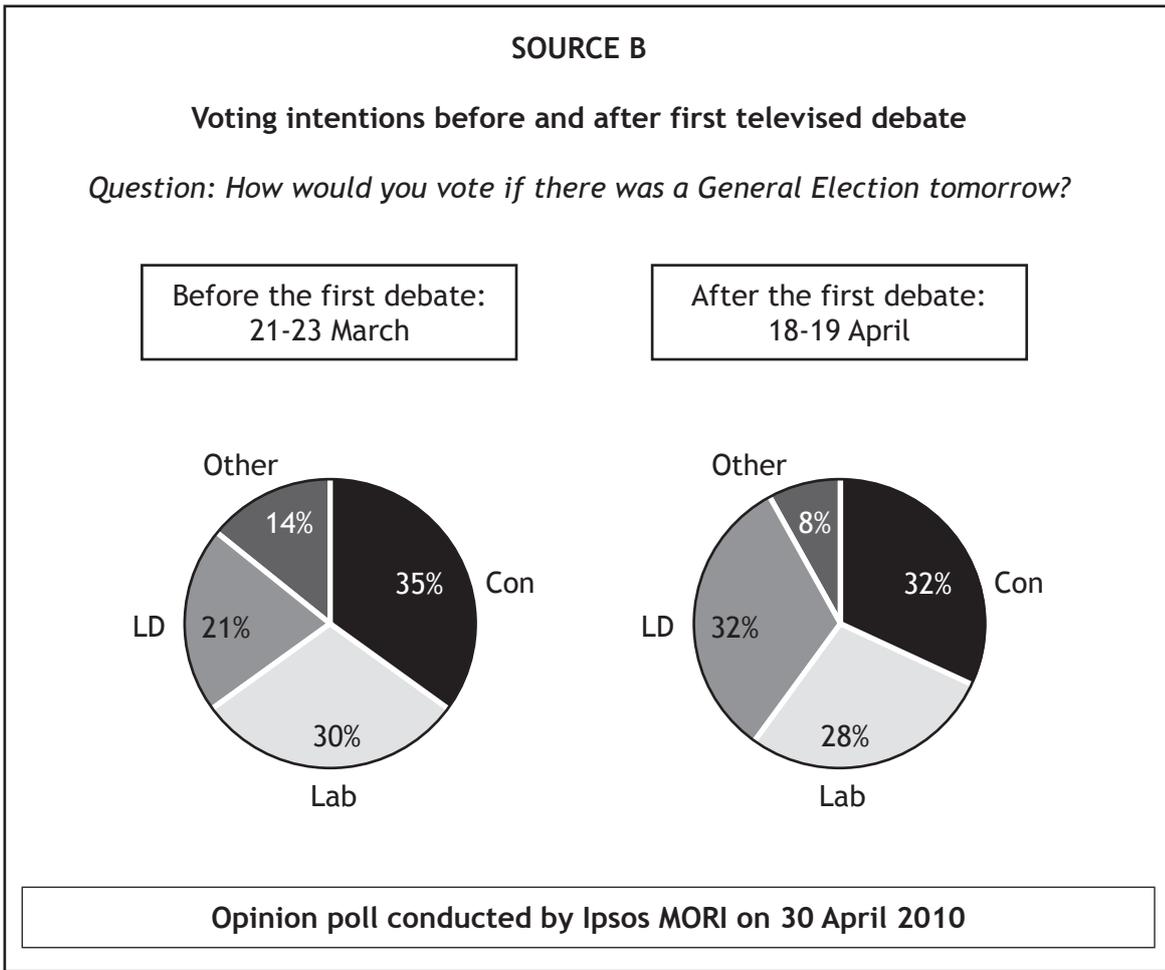
A second survey conducted after the election by an independent polling organisation found the leaders’ TV debates changed the voting intentions of more than a million voters. Put another way, the results indicated that the debates altered the voting behaviour of more than 4% of the electorate. Also, it could be argued that TV coverage of the leaders’ debate motivated thousands of voters to use their vote when otherwise they may not have done. In some parts of the country there was a rise of 17% in younger voters indicating that they would turn out to vote. On the other hand, it could be argued that the TV debates only reinforced the existing views most people had.

A third survey from the British Election Study 2010 found 9.4m people watched the first live debate on ITV, 4.5m watched the second debate on Sky and 8.5m the final debate on the BBC. After the second debate, polling figures suggested Cameron and Clegg were joint winners. After the third debate, polling figures suggested Cameron was the winner. Overall, the results from this study appeared to suggest 12% of voters changed their mind about which party to vote for as a consequence of watching the TV election debates.

After the polling stations closed and the votes were counted, it was found that no one party had an overall majority in the House of Commons. The Conservatives obtained the largest share of the overall vote polling 36% (up 3.7% from 2005), Labour attracted 29% of the vote (down 6.2% from 2005) and the Liberal Democrats 23% (up 1% from 2005).

(Adapted from various sources)

Section 1 Question 1 (continued)



Attempt the following question, using **only** the information in Sources A and B opposite and above.

To what extent is it accurate to state that the televised debates had a significant impact on voting intentions?

## Section 1 (continued)

Attempt EITHER Question 2(a) OR 2(b)

## Question 2

(a)

*One aim of an electoral system is to provide fair representation.*

Evaluate the effectiveness of an electoral system you have studied in providing fair representation.

You should refer to electoral systems used in Scotland or the United Kingdom or both in your answer.

12

OR

(b)

*One role of parliamentary representatives is to hold the government to account.*

Evaluate the effectiveness of parliamentary representatives in holding the government to account.

You should refer to parliamentary representatives in Scotland or the United Kingdom or both in your answer.

12

## SECTION 2 – SOCIAL ISSUES IN THE UNITED KINGDOM – 20 marks

Attempt Question 3 and EITHER Question 4(a) OR 4(b) OR 4(c) OR 4(d)

### Question 3

Study Sources A, B and C then attempt the question which follows.

#### SOURCE A

##### Social exclusion

Social exclusion is a term used to describe a person or group that lacks sufficient income to play a full part in society. For example, those socially excluded may not have enough money for special celebrations such as birthdays, for toys and books for children or for warm winter clothing. Those people experiencing social exclusion are most likely to be affected by low income, poor health, unemployment, fuel poverty and poor housing. The problems linked with social exclusion are something that both the Scottish and UK governments have been concerned to address in recent years.

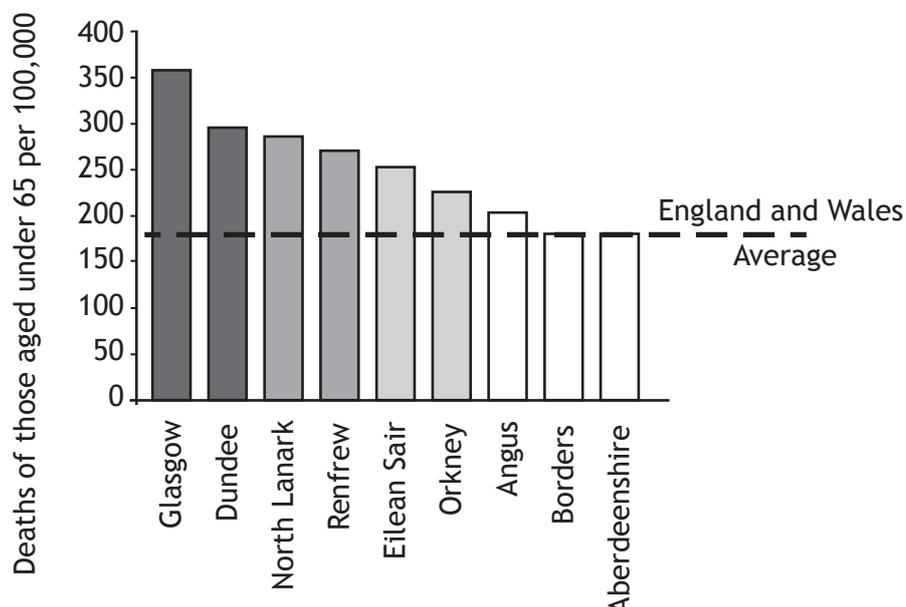
Generally, although Scots are living longer, premature death and crime rates are falling and unemployment rates have also started to fall. However, social exclusion continues to impact on the lives of many Scottish citizens. The wealthiest groups in Scotland continue to lead better lives and the gap between the best and worst off in Scotland continues to widen.

Those who are worst off in Scottish society are less likely to access health services than those who are better off and usually have higher death and illness rates. Low life expectancy rates and long-term illness are often strong indicators of people experiencing social exclusion.

Evidence suggests that those people suffering social exclusion are not equally spread across Scotland. There are significant differences in health, earnings, crime and employment levels between Scottish local authorities and between urban and rural areas.

#### SOURCE B

Premature death rates for people under 65 years of age by selected Scottish local authority area per 100,000



Section 2 Question 3 (continued)

SOURCE C

Social and economic data from selected Scottish local authorities

Rural areas	Urban areas
<p><b>Aberdeenshire</b></p> <ul style="list-style-type: none"> <li>• Average gross earnings per week: £570.60</li> <li>• Unemployment rate: 1.5%</li> <li>• Crime rate per 10,000 people: 286</li> <li>• Employment rate: 79.6%</li> <li>• Life expectancy: 78.2 years</li> <li>• Long-standing illness: 11%</li> <li>• National percentage share of the poorest parts of the country: 0%</li> </ul>	<p><b>Dundee City</b></p> <ul style="list-style-type: none"> <li>• Average gross earnings per week: £483.30</li> <li>• Unemployment rate: 5.9%</li> <li>• Crime rate per 10,000 people: 616</li> <li>• Employment rate: 68.4%</li> <li>• Life expectancy: 73.9 years</li> <li>• Long-standing illness: 17%</li> <li>• National percentage share of the poorest parts of the country: 5.8%</li> </ul>
<p><b>Borders</b></p> <ul style="list-style-type: none"> <li>• Average gross earnings per week: £430.11</li> <li>• Unemployment rate: 3.3%</li> <li>• Crime rate per 10,000 people: 281</li> <li>• Employment rate: 73.1%</li> <li>• Life expectancy: 77.5 years</li> <li>• Long-standing illness: 12%</li> <li>• National percentage share of the poorest parts of the country: 0.3%</li> </ul>	<p><b>Glasgow City</b></p> <ul style="list-style-type: none"> <li>• Average gross earnings per week: £506</li> <li>• Unemployment rate: 5.8%</li> <li>• Crime rate per 10,000 people: 889</li> <li>• Employment rate: 63.8%</li> <li>• Life expectancy: 71.6 years</li> <li>• Long-standing illness: 22%</li> <li>• National percentage share of the poorest parts of the country: 45%</li> </ul>

Attempt the following question, using **only** the information in Sources A, B and C opposite and above.

What conclusions can be drawn about social exclusion in Scotland?

You must draw conclusions about:

- the links between social exclusion and health
- the links between social exclusion and local authority area

You must give an overall conclusion on social exclusion in Scotland.

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**Section 2 (continued)**

Attempt EITHER Question 4(a) OR 4(b) OR 4(c) OR 4(d)

**Question 4****Part A: Social inequality in the United Kingdom**

Answers may refer to Scotland or the United Kingdom or both.

(a) Analyse government policies to tackle inequalities that affect a group in society. 12

OR

(b) Analyse the different lifestyle choices that may result in poor health. 12

OR

**Part B: Crime and the law in the United Kingdom**

Answers may refer to Scotland or the United Kingdom or both.

(c) Analyse government policies to tackle crime. 12

OR

(d) Analyse the ways in which the victims of crime are affected. 12

## SECTION 3 – INTERNATIONAL ISSUES – 20 marks

Attempt EITHER Question 5(a) OR 5(b) OR 5(c) OR 5(d)

## Question 5

## Part A: World powers

- (a) *The political system provides an effective check on the government.*  
Discuss with reference to a world power you have studied. 20

OR

- (b) To what extent does a world power you have studied have influence in international relations? 20

OR

## Part B: World issues

- (c) *International organisations have been successful in resolving a significant world issue.*  
Discuss with reference to a world issue you have studied. 20

OR

- (d) To what extent has a world issue you have studied had an impact in different countries? 20

[END OF SPECIMEN QUESTION PAPER]

*Acknowledgement of Copyright*

Section 1, Source B Chart is adapted from “National Voting Intention: the impact of the first debate - How would you vote if there were a General Election tomorrow” taken from “General Election 2010, The Leaders’ Debates, The worms’ final verdict - lessons to be learned” 30 April 2010. Reproduced by kind permission of Ipsos MORI.



National  
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**Modern Studies**

## Marking Instructions

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These Marking Instructions have been provided to show how SQA would mark this Specimen Question Paper.

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## General Marking Principles for Higher Modern Studies

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.*

- a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- c) Where the candidate violates the rubric of the paper and answers two parts in one question, both responses should be marked and the better mark recorded.
- 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. Other relevant points should be credited.
- g) For credit to be given, points must relate to the question asked. Where candidates give points of knowledge without specifying the context, these should be rewarded unless it is clear that they do not refer to the context of the question.
- h) For knowledge/understanding marks to be awarded, points must be:
  - a. relevant to the issue in the question
  - b. developed (by providing additional detail, exemplification, reasons or evidence)
  - c. used to respond to the demands of the question (ie evaluate, analyse, etc)

### 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:

- Discuss ... [20-mark extended response]
- To what extent ... [20-mark extended response]
- Evaluate ... [12-mark extended response]
- Analyse ... [12-mark extended response]
- To what extent is it accurate to state that ... [information-handling question – 8 marks]
- What conclusions can be drawn ... [information-handling question – 8 marks]

### Extended response (12 or 20 marks)

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

**For 20-mark responses**, up to 8 marks will be awarded for knowledge and understanding (description, explanation and exemplification). The remaining marks will be awarded for the demonstration of 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 credited as knowledge and understanding marks provided they meet the criteria for this.

In the *Democracy in Scotland and the United Kingdom* and the *Social Issues in the United Kingdom* sections, candidates should be credited for responses which refer to Scotland only, to the United Kingdom only, or to both Scotland and the United Kingdom in their responses.

#### **Analyse questions**

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

#### **Evaluate questions**

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

#### **Discuss questions**

- Candidates will communicate ideas and information on the issue in the statement. Candidates will be credited for analysing and evaluating different views of the statement/viewpoint.

#### **To what extent questions**

- Candidates will 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.

#### **Source-based questions that assess information-handling skills (8 marks)**

- Questions will have at least two sources at an appropriate SCQF level.
- Award up to 3 marks for a single developed point depending on the use of the evidence in the sources and the quality of the analysis/evaluation.
- Credit candidates who synthesise information both within and between sources.
- For full marks candidates must refer to all sources in their answer.

#### **‘Objectivity’ questions**

- For full marks candidates must make an overall judgement as to the extent of the accuracy of the given statement. Maximum 6 marks if no overall judgement is made on extent of accuracy of the statement.
- Credit may be given up to 2 marks for answers which evaluate the usefulness or reliability of the source; however this is not required for full marks.

#### **‘Conclusions’ questions**

- For full marks candidates must make conclusions/judgements based upon evidence relating to the specific prompts in the question.
- Candidates are also required to make an overall conclusion about the issue in the question.

Higher Modern Studies marking grid for 12-mark questions (KU = 8 marks; analysis/evaluation = 4 marks)

	1 mark	2 marks	3 marks	4 marks
<p><b>Range of relevant knowledge</b></p> <p>Accurate, relevant, up-to-date</p> <p>Award up to 4 marks</p>	<p>One relevant aspect of the issue given with some description</p>	<p>Two relevant aspects of the issue given with some description <b>or</b> one relevant aspect covered with detailed and accurate description</p>	<p>One relevant aspect of issue with detailed and accurate description <b>and</b> one relevant aspect with some description</p>	<p>At least two relevant aspects with detailed and accurate descriptions – these should include the key aspects of the issue</p>
<p><b>Quality of explanation/exemplification of knowledge</b></p> <p>Up to a maximum of 8 marks available for knowledge and understanding</p> <p>Award up to 4 marks</p>	<p>Some explanation of one aspect of the issue <b>or</b> relevant exemplification</p>	<p>Some explanation of two relevant aspects of the issue <b>or</b> detailed explanation of one aspect of the question which may include relevant exemplification</p>	<p>Detailed explanation of one relevant aspect of the issue with relevant exemplification <b>and</b> some explanation of one aspect of the question</p>	<p>At least two aspects of the question, fully explained, which relate closely to the key aspects of the question <b>and</b> extended, relevant, accurate and up-to-date exemplification</p>
<p><b>Analysis/evaluation</b></p> <p>Comments that identify relationships/ implications/make judgements</p> <p>4 marks*</p>	<p>One relevant and accurate analytical or evaluative comment</p>	<p>One relevant and accurate analytical or evaluative comment that is justified <b>or</b> exemplified <b>or</b> two different relevant and accurate analytical/ evaluative comments</p>	<p>One developed relevant and accurate analytical or evaluative comment that is justified <b>and</b> exemplified – this should relate closely to a key aspect of the question</p>	<p>One extended, accurate and justified analytical or evaluative comment of an insightful nature which relates closely to the key aspects of the question and is exemplified</p>

\*Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.

Answers to 12-mark questions should demonstrate at least two relevant aspects of knowledge.

For full marks (12/12), a response **must** include a range of points, have detailed description/explanation, include a range of accurate exemplification and analysis or evaluation.

For full marks in the KU aspect of the question (8 marks), a response **must** include a range of points, have detailed explanation, and include accurate exemplification. Maximum of 6 marks available (from 8 for KU) if there is no accurate or relevant exemplification.

A maximum of four marks should be awarded for the range of relevant knowledge and a maximum of four marks for the explanation and exemplification of this knowledge.

Higher Modern Studies marking grid for 20-mark questions (KU = 8 marks; analysis/evaluation = 12 marks)

	1 mark	2 marks	3 marks	4 marks	5-6 marks
<p><b>Range of relevant knowledge</b></p> <p>Accurate, relevant, up-to-date</p> <p>Award up to 5 marks</p>	One relevant aspect of the issue given with some description	Two relevant aspects of the issue given with some description <b>or</b> one relevant aspect covered with detailed and accurate description	One relevant aspect of the issue with detailed and accurate description <b>and</b> one relevant aspect with some description	At least two relevant aspects with detailed and accurate descriptions – these should include the key aspects of the issue	
<p><b>Quality of explanation/ exemplification of knowledge</b></p> <p>Up to a maximum of 8 marks available for knowledge and understanding</p> <p>Award up to 5 marks</p>	Some explanation of one aspect of the issue <b>or</b> relevant exemplification	Some explanation of two relevant aspects of the issue <b>or</b> detailed explanation of one aspect of the question which may include relevant exemplification	Detailed explanation of one relevant aspect of the issue with relevant exemplification <b>and</b> some explanation of one aspect of the question	At least two aspects of the question, fully explained, which relate closely to the key aspects of the question <b>and</b> extended, relevant, accurate and up-to-date exemplification	
<p><b>Analysis</b></p> <p>Comments that identify relationships/ implications, explore different views or establish consequences/ implications</p> <p>Up to 6 marks*</p>	One relevant and accurate analytical comment	One relevant and accurate analytical comment that is justified <b>or</b> exemplified <b>or</b> two different relevant and accurate analytical comments	One developed relevant and accurate analytical comment that is justified <b>and</b> exemplified: this should relate closely to a key aspect of the question	One extended, accurate and justified analytical comment of an insightful nature which relates closely to the key aspects of the question and is exemplified	At least two developed relevant and accurate analytical comments that are justified <b>and</b> exemplified. These should relate closely to the question and may be linked for 6 marks

<b>Structure</b> Structure which develops a consistent and clear line of argument  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			
<b>Conclusions</b> Evaluative comments which make a judgement(s) and or reach a conclusion(s) which address the key issues in the question  Up to 4 marks*	One conclusion that addresses a key issue in the question	One extended and balanced conclusion that addresses a key issue in the question <b>or</b> two conclusions that address key issues in the question	One extended and balanced conclusion that is justified and directly addresses the key issue(s) in the question <b>or</b> two balanced conclusions that address the key issues in the question, one of which is extended	One extended and balanced insightful conclusion that is justified and directly addresses the central aspects of the question <b>and</b> which considers a range of viewpoints	

\*Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.

Answers to 20-mark questions should demonstrate at least two relevant aspects of knowledge and provide detailed analysis and evaluation. For full marks in the KU aspect of the question (8/8), a response **must** include a range of points, have detailed explanation, and include a range of accurate exemplification.

Maximum of 6 marks available (from 8 for KU) if there is no exemplification.

For full marks (20/20), a response **must** be structured, include a range of points, have detailed explanation, include a range of accurate and relevant exemplification and contain extended analysis and evaluation.

A maximum of five marks should be awarded for the range of relevant knowledge and a maximum of five marks for the explanation and exemplification of this knowledge.

Higher Modern Studies marking grid for 8-mark source-based (objectivity/conclusions) questions

	1 mark	2 marks	3 marks	4 marks	5 marks	6 marks
<p><b>Use of sources of evidence</b></p> <p>Up to 6 marks available</p>	One relevant piece of evidence relating to one aspect of the issue is used from one source	Two distinct pieces of evidence relating to one aspect of the issue are linked which may be from within a single source or between sources	Two distinct pieces of evidence relating to one aspect of the issue are synthesised which may be from within a single source or between sources and an evaluative commentary is given	In addition; a second aspect of the issue is addressed with reference to one relevant piece of evidence	In addition; a second aspect of the issue is addressed with reference to linked evidence	In addition; a second aspect of the issue is addressed with reference to synthesised evidence including an evaluative commentary
<p><b>Objectivity</b></p> <p>Analysis of the accuracy/selectivity/objectivity of a given view against evidence is presented</p> <p>Up to 2 marks available</p>	An objective assessment of a given view is stated, based on evidence presented from the sources	A detailed objective assessment of a given view is stated, based on evidence presented from the sources	<p>1. For full marks candidates <b>must</b> refer to all sources in their answer. A maximum of <b>6</b> marks if all sources are not used.</p> <p>2. <b>Objectivity questions.</b> (i) Up to <b>6</b> marks are available for the accurate evaluation of the given view using evidence. (ii) Candidates may also be credited up to <b>2</b> marks on any comment/analysis of the origin and reliability of the sources. (iii) Up to <b>2</b> marks are available for an overall judgement as to the extent of accuracy/objectivity of the view.</p> <p>3. <b>Conclusions questions.</b> For <b>full marks</b> candidates <b>must</b> make evaluative comments/judgement(s)/draw a conclusion about each of the points given in the question. <b>2 further marks</b> are available for an overall summative conclusion.</p>			
<p><b>Conclusions</b></p> <p>Overall evaluative comment(s) derived from a judgement of the evidence presented</p> <p>Up to 2 marks available</p>	Overall conclusion is clear and supported by evidence from the sources	Overall conclusion is insightful and supported by detailed evidence from the sources				

**Section 1: Democracy in Scotland and the United Kingdom**

Question	General marking principles	Max mark	Detailed Marking Instructions for this question
1	<p>The candidate is required to interpret/evaluate up to three complex sources of information detecting and explaining the extent of objectivity.</p> <p>In order to achieve credit candidates must show evidence which supports the extent of accuracy in a given viewpoint.</p> <ul style="list-style-type: none"> <li>• Award up to <b>3 marks</b> for appropriate use of evidence depending on the quality of the explanation and the synthesis of the evidence for any one explanation of the extent of objectivity.</li> <li>• For <b>full marks</b> candidates must refer to all sources in their answer.</li> <li>• For <b>full marks</b> candidates must make an overall judgement as to the extent of the</li> </ul>	8	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p><b>Evidence that supports the view (... the televised debates had a significant impact on voting intentions)</b></p> <ul style="list-style-type: none"> <li>• The televised debates allowed voters to visually connect with candidates. (1 mark)</li> <li>• Ipsos MORI poll revealed 60% of voters felt the debates would help them decide who to vote for. <i>Link to Source 2 – before first live debate 14% of voters indicated they would not vote for the main parties; following the leader’s initial performances this had decreased to 8% with the main parties receiving a boost in percentages of voters who would vote for them.</i> (2 marks)</li> <li>• Coverage of the leaders during the debates could alter how the media reports on each of the leaders and their parties. (1 mark)</li> <li>• Success of TV debates increased Nick Clegg’s popularity as a potential leader. <i>Link to Source 2 – 21% of voters claimed they would vote Liberal Democrat which rose to 32% following his performance during the first debate.</i> (2 marks)</li> <li>• Following the debates, an independent polling organisation found over a million voters (4% of voters) altered the way they would vote. <i>Link to Source 2 – before the first debate Conservatives had a 5-point lead which disappeared following the leader’s first performance.</i> (2 marks)</li> <li>• TV debates motivated people to vote who may not have voted previously, with 17% rise in young voters indicating they would turn out to vote in some areas. (1 mark)</li> </ul> <p><b>Evidence that does not support the view (...the televised debates had a significant impact on voting intentions)</b></p> <ul style="list-style-type: none"> <li>• <i>Only 12% said the survey changed their minds about who to vote for. Link to Source 2 – very little change in percentages for Labour and Conservatives of voters who claimed they would vote for them in a General Election.</i> (2 marks)</li> <li>• <i>Source 1 – Initial viewing figures of 61% declined across the three debates.</i> (1 mark)</li> <li>• <i>Source 2 – Labour and Conservative vote remained largely unchanged.</i> (1 mark)</li> </ul>

**Section 1: Democracy in Scotland and the United Kingdom**

Section 1: Democracy in Scotland and the United Kingdom				
Question		General marking principles	Max mark	Detailed Marking Instructions for this question
		<p>accuracy of the given statement.</p> <ul style="list-style-type: none"> <li>Maximum of <b>6 marks</b> if no overall judgement made on extent of accuracy of the statement.</li> <li>Candidates may be awarded up to a maximum of <b>2 marks</b> for incorporating an evaluation of the reliability of the sources in their explanations, although this is not mandatory.</li> </ul>		<p>Candidates may also be credited up to <b>2 marks</b> on any comment/evaluation of the origin and reliability of the sources.</p> <ul style="list-style-type: none"> <li>Source A - “Various” sources – extent of adaptation not known. Source therefore not wholly reliable</li> <li>Comment on reliability of statistics from Ipsos MORI (both sources)</li> <li>Reliability of statistics from British Election Study 2010 – well-respected organisation</li> <li>Independent company survey – no reference to size of sample for survey, limited information on connection of company to TV debates; however, independent therefore may be less likely to be biased</li> <li>Source B – full reference, including date; widely respected polling organisation – more reliable.</li> </ul> <p>For full marks, candidates <b>must</b> make an overall judgement as to the extent of the accuracy of the given statement.</p> <p>Overall, the evidence <b>does not</b> support view as:</p> <ul style="list-style-type: none"> <li><i>Source 1 – Liberal Democrats came third with only 23% of the vote (up only 1% from 2005) despite appearing to do best in the debates.</i></li> <li><i>Source 2 – actual election results very close to statistics in first pie chart taken before televised debates.</i></li> </ul>
<b>2</b>	<b>a</b>	Evaluation involves making a judgement(s) based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including	<b>12</b>	<p><b>Candidates can be credited in a number of ways up to a maximum of 12 marks.</b></p> <p><b>Credit reference to aspects of the following:</b></p> <p><b>Additional Member System:</b></p> <ul style="list-style-type: none"> <li>more opportunity to choose female or ethnic minority candidates to increase representation</li> </ul>

**Section 1: Democracy in Scotland and the United Kingdom**

Question	General marking principles	Max mark	Detailed Marking Instructions for this question
	<p>possible alternative interpretations; the overall impact/significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> <li>• the main features of an electoral system</li> <li>• an evaluation of the success of the electoral system in providing for fair representation</li> </ul> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Candidates should be credited up to <b>full marks</b> if they answer within a</p>		<ul style="list-style-type: none"> <li>• degree of proportionality allows for a wider range of parties to be featured in the Scottish Parliament which will benefit decision-making</li> <li>• number of votes gives voters a range of representatives from different parties with whom to discuss issues</li> <li>• increased accountability of representatives to voters</li> <li>• greater proportion of voters likely to get policy implemented that they voted for</li> </ul> <p><b>Balanced by:</b></p> <ul style="list-style-type: none"> <li>• impact of minority/majority government</li> <li>• impact of a coalition government, not directly voted for by voters</li> <li>• could be confusing for voters which may lead to a lower than normal turnout</li> </ul> <p><b>First Past the Post:</b></p> <ul style="list-style-type: none"> <li>• easy to understand and use in practice which could encourage turnout</li> <li>• direct link between MP and voters which increases accountability</li> <li>• usually produces a majority government which is able to drive through legislation in the interest of voters</li> </ul> <p><b>Balanced by:</b></p> <ul style="list-style-type: none"> <li>• tends to produce a two-party system: parliament has been dominated by two main parties in the post-war era – Labour and Conservative</li> <li>• impact of safe/marginal seats</li> <li>• no proportionality between votes and seats in some instances</li> <li>• government is often formed which is not reflective of voter choice</li> <li>• outdated electoral system as some parts of UK now have their own parliament as a result of devolution</li> <li>• it encourages tactical voting, as voters vote not for the candidate they most prefer, but against the candidate they most dislike</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this type of question.</i></p>

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	<p>Scottish context only, a UK context only or refer to both Scotland and the UK.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p><b>Possible approaches to answering the question:</b>  <i>Within the UK, a number of electoral systems are used to elect representatives to different parliaments. The Scottish Parliament uses the Additional Member System (AMS) to elect 129 MSPs and the UK Parliament uses First Past the Post (FPTP) to elect 650 MPs. (1 mark KU) The system used to elect the Scottish Parliament is said to provide better representation as voters get two votes whereas under FPTP they receive only one. (1 mark evaluative comment)</i>  <b>(2 marks, one relevant point with limited description plus an evaluative comment)</b></p> <p><i>It could be said that AMS provides better representation as voters have two votes which allows for wider choice. (1 mark KU) Voters have one vote for a constituency MSP and one vote for a regional list MSP which could lead to a higher turnout if voters know their second vote helps elect a regional MSP from the party they support. (1 mark evaluative comment) Under FPTP, voters have only one choice for a constituency MP. This has led to the claim that many votes are ‘wasted’ because with FPTP, only votes to the winning candidate count. Second-placed candidates get nothing. (1 mark evaluative comment)</i>  <b>(3 marks, one relevant point with a developed explanation plus evaluative comment)</b></p> <p><i>Systems of proportional representation are said to be fairer and provide for better representation amongst voters and the type of government which they result in. Since devolution, Scotland has used AMS to elect the 129 MSPs, a mixture of FPTP to elect constituency MSPs and regional list to elect ‘top up’ MSPs. (1 mark KU) The fact that voters have more choice and can choose between candidates both within and between parties reduces the need for tactical voting and provides for better representation. (1 mark evaluative comment) It could be said that FPTP which is used to elect the 650 MPs to Westminster most often produces a clear result as voters have one clear vote for the candidate of their choice; however on occasions this has led to governments being formed with less than half the votes which is not representative of voter choice. (1 mark KU, 1 mark evaluative comment) In 2010, the Conservatives gained 36.1% of the vote, failing to reach the 326 majority needed to form a government, resulting in a coalition with the</i></p>

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				<p><i>Liberal Democrats who achieved 23% of the vote. Many would argue this outcome is not reflective of their votes. (1 mark KU, 1 mark evaluative comment)</i>  <b>(6 marks, one relevant point with a fully developed explanation and a range of accurate, up-to-date exemplification plus relevant extended, evaluative comment)</b></p> <p><i>AMS is the system used to elect the Scottish Parliament. AMS is a form of proportional representation which is said to be fairer as it allows for wider representation compared to FPTP where the candidate with the most votes wins a seat in parliament and the party with the most MPs therefore becomes the government. (1 mark KU) Under AMS there is more often wider representation as it allows smaller political parties such as the Liberal Democrats and Green Party to gain representation. (1 mark KU) Under FPTP it tends to be the larger parties of Labour and Conservative which dominate government and who are more likely to hold an overall majority. (1 mark analysis)</i>  <b>(3 marks, two relevant points made with some explanation, a relevant example and limited evaluative comment)</b></p> <p><i>FPTP is used to elect MPs to the UK Parliament and the party with the most MPs forms the UK government. In a constituency the person with the most votes wins but the winner does not need the majority of the vote. This is also true of the government. (1 mark KU) Since opening, the Scottish Parliament has used a form of proportional representation to elect MSPs called AMS. AMS is more proportional and means voters are more likely to get a candidate who they feel best represents them as the votes are distributed proportionally. (1 mark KU) AMS has been better for smaller parties such as the Liberal Democrats who do better under AMS than they would under FPTP. (1 mark KU) However, AMS more often leads to coalition politics which could affect decision-making. FPTP is more likely to produce a single party with a majority. (1 mark evaluative comment)</i>  <b>(4 marks, two relevant points, a relevant example plus a limited evaluative comment)</b></p> <p><i>Overall, it could be argued that AMS does provide fair representation as more often than</i></p>

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				<p><i>not there are representatives from a range of political parties in the Scottish Parliament and, apart from the election in 2011, different parties have had to work together to run the country and make laws. (1 mark analysis)</i></p> <p align="center"><b>(1 mark, overall evaluative comment that addresses the question)</b></p>
2	b	<p>Evaluation involves making a judgement based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact/significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> <li>opportunities for parliamentary representatives to hold government to account</li> <li>an evaluation of the effectiveness of</li> </ul>	<b>12</b>	<p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p><b>Credit reference to aspects of the following (Scottish dimension):</b></p> <ul style="list-style-type: none"> <li>work of committees</li> <li>questions to ministers</li> <li>voting</li> <li>decision time</li> <li>debates and motions</li> <li>impact of a majority/minority government</li> <li>role and power of the whips</li> <li>patronage power of the first minister</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this type of question.</i></p> <p><b>Possible approaches to answering the question (Scottish dimension):</b>  <i>There are many ways in which MSPs can hold the Scottish government to account such as asking a question at First Minister’s Question Time (FMQT) which takes place every Thursday. During FMQT MSPs have the opportunity to ask questions of the first minister in the debating chamber. (1 mark)</i></p> <p align="right"><b>(1 mark, one relevant point made with an explanation)</b></p> <p><i>MSPs have a number of days in which they are able to hold the Scottish government to</i></p>

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	<p>parliamentary representatives in holding government to account</p> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Candidates should be credited up to <b>full marks</b> if they answer within a Scottish context only, a UK context only or refer to both Scotland and the UK.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the</p>		<p><i>account. MSPs are able to submit a question to the presiding officer who will select six questions each week to be asked at FMQT which is every Thursday, lasting 30 minutes. (1 mark KU) FMQT allows individual MSPs the opportunity to answer subject-specific questions and general questions. In November 2012, First Minister Alex Salmond was asked about his figures for further education funding and forced to apologise over misleading parliament with inaccurate information. (1 mark KU) Although not all questions are able to be asked, some MSPs may receive a written answer to their question instead. (1 mark evaluative comment)</i></p> <p align="center"><b>(3 marks, one relevant point with a fully developed explanation and accurate, up-to-date and relevant exemplification plus limited evaluative comment)</b></p> <p><i>One of the founding key principles of the Scottish Parliament when it opened in 1999 was accountability. The Scottish Parliament has a number of procedures in place to ensure this principle is met including ministers and FMQT which allows MSPs to regularly hold government to account. (1 mark KU) The First Minister is required to answer questions for 30 minutes every Thursday. On a number of occasions MSPs have posed questions to Alex Salmond about his government's actions. Depending on whether it is a minority or majority government this will have varying success. (1 mark evaluative comment) The SNP currently has a majority government which puts opposition at a disadvantage. However there are occasions where FMQT has proved effective. In November 2012, Alex Salmond was forced to apologise to MSPs for misleading them with claims that an independent Scotland would have automatic claims to EU membership following reports SNP had sought legal advice which later proved to be inaccurate. (1 mark KU, 1 mark evaluative comment)</i></p> <p align="center"><b>(4 marks, one relevant point with a fully developed explanation and a range of accurate, up-to-date exemplification plus extended, qualified, evaluative comment)</b></p> <p><i>MSPs can influence the Scottish government and hold it to account in a number of ways. This can be done during FMQT, debates and discussions on proposed legislation such as the abolition of bridge tolls and in committee work such as the Health Committee debating minimum alcohol pricing. MSPs can also vote on proposed laws. (2 marks KU) However,</i></p>

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	criteria for this.		<p><i>there must be a majority of MSPs in favour of a law before it can be passed. For example, all parties except Labour were in favour of the proposed Alcohol (minimum pricing) Bill. (1 mark evaluative comment)</i>  <b>(3 marks, two relevant points with accurate and up-to-date exemplification plus relevant evaluative comment)</b></p> <p><i>Members of the Scottish Parliament can be very effective in holding the Scottish government to account. For example, there are a number of opportunities for MSPs to raise and debate issues, eg in parliamentary committees. (1 mark KU) Committees are made up of cross-party MSPs and they meet weekly or fortnightly to closely examine new laws or important Scottish issues. (1 mark KU) However, as the current Scottish government is a majority government, this means the SNP dominates most of the committees, such as the Health and Sports Committee, although this is chaired by a Labour MSP. (1 mark evaluative comment)</i>  <b>(3 marks, one relevant point with a fully developed explanation and accurate, up-to-date exemplification plus evaluative comment)</b></p> <p><i>In conclusion, MSPs can and do hold the Scottish government to account even if there is a majority government. The rules and procedures within the Scottish Parliament ensure all MSPs have the right to ask questions, be involved in committees and vote for and against legislation. Accountability is a key feature of the way in which the Scottish Parliament operates. (2 marks, overall detailed evaluative comment that addresses the question)</i></p> <p><b>Credit reference to aspects of the following (UK dimension):</b></p> <ul style="list-style-type: none"> <li>• debates</li> <li>• ministerial question time/prime minister’s question time</li> <li>• voting</li> <li>• work of committees</li> <li>• impact of government majority/coalition</li> </ul>

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			<ul style="list-style-type: none"> <li>• whip system</li> <li>• delaying power of House of Lords</li> <li>• motions of confidence</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this type of question.</i></p> <p><b>Possible approaches to answering the question (UK dimension):</b>  <i>There are many ways which MPs in Parliament can hold the government to account. One way MPs can influence government is through the work of committees. There are a number of committees which meet in Parliament weekly to look at and discuss policies from each of the different departments, eg Health, Education, Transport and Environment. (1 mark KU)</i>  <b>(1 mark, one relevant point explained)</b></p> <p><i>There are numerous ways which members of Parliament can hold the government to account. One of the most effective ways is select committees. One role of a select committee is to scrutinise the work of government departments. (1 mark KU) For example, the Health Committee recently met to discuss the role of the NHS at local level. (1 mark KU) Committees include a number of MPs from different political parties and they can be very effective in holding government to account. For example, Chancellor George Osborne was questioned by the Treasury Committee in 2011 over claims the ‘windfall tax’ could damage investment by the oil industry. (1 mark evaluative comment)</i>  <b>(3 marks, one relevant point explained, with an example and an evaluative comment)</b></p> <p><i>Much of the work in the House of Commons and the House of Lords in holding the government to account is done through the work of committees. As a cross-party body, they have a minimum of 11 members whose job it is to examine issues in detail, including spending, government policy and proposed legislation. There are currently 19 committees in Westminster which gather evidence and make recommendations to the House of Commons based on their findings. (2 marks KU) However, government is under no</i></p>

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					<p><i>obligation to act upon recommendations made and may reject them after a period of 60 days. It could be argued the work of committees is limited in holding government to account. (1 mark evaluative comment) Since 2010, however, the work of select committees has been strengthened by changes which now allow backbencher MPs to decide who represents the party and committee chairs are elected by secret ballot, which is arguably fairer than appointing committee members who are party loyalists. (1 mark evaluative comment) In January 2013, the Liaison Committee published a report re-examining the relationship between Parliament and government in light of the rising profile committees have played during investigations into claims of phone hacking, suggesting a ‘growing role’ for the committees. However this proposal was not accepted by government, highlighting that their work in holding the government to account is often limited. (1 mark KU, 1 mark evaluative comment) (6 marks, one relevant point with a fully developed explanation and a range of accurate and up-to-date exemplification plus relevant extended, qualified, evaluative comment)</i></p> <p><i>MPs have the right to question ministers (Question Time) and the prime minister (PMQT) and government ministers in both the Commons and the Lords. On a Wednesday when the Commons is sitting the PM will spend half an hour answering questions. (1 mark KU) However, there is never enough time to allow all MPs to ask questions with many critics claiming the PMQT is stage-managed and of little use in holding the government to account. (1 mark evaluative comment) (2 marks, one relevant point plus an evaluative comment)</i></p> <p><i>There are occasions when backbench MPs can have great influence on the decision-making in central government. For example, it is Parliament and not the government of the day that makes the decisions and the laws so a majority of all MPs must vote in favour before a decision is made. (1 mark KU) For example, MPs voted against UK military intervention in Syria and David Cameron had to accept the decision of parliament. (1 mark KU) However, through the use of the party whip system, MPs are pressurised to vote according to the party’s decision. The use of the party whip system, especially in a majority government,</i></p>

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					<p><i>means there can be less of an effective check on the government. (1 mark evaluative comment) (3 marks, one relevant point, one example and one evaluative comment)</i></p> <p><i>To finish, the UK government is effectively held to account especially through the use of committees which have real power. However, asking questions and voting are less effective as a way of holding government to account as a result of time and the whip system. (1 mark overall evaluative comment) (1 mark overall evaluative comment that addresses the question)</i></p>

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3	<p>The candidate is required to interpret/evaluate up to three complex sources in order to reach conclusions.</p> <p>In order to achieve credit candidates must show evidence which explains the conclusions reached.</p> <ul style="list-style-type: none"> <li>• Award up to <b>3 marks</b> for appropriate use of evidence depending on the quality of the explanation and the synthesis of the evidence to reach any one conclusion.</li> <li>• For <b>full marks</b> candidates must refer to all sources in their answer.</li> <li>• For <b>full marks</b> candidates must reach conclusions about each of the points given and make an overall conclusion on the issue.</li> </ul>	8	<p><b>Links between social exclusion and health:</b></p> <ul style="list-style-type: none"> <li>• <i>Health is poorer in people who are socially excluded. People who are socially excluded usually have higher death and illness rates (Source 1). (1 mark)</i></li> <li>• <i>Health is poorer in people who are socially excluded. People who are socially excluded usually have higher death and illness rates. (Source 1) This is backed up in Source 3 where Glasgow has 22% of people with long-standing illness which is the highest of the four local authority areas. (2 marks)</i></li> <li>• <i>Source 1 states the factors causing social exclusion are inter-related. Source 3 shows that the poorest local authorities – such as Dundee and Glasgow which have the highest unemployment rates (5.9% and 5.8% respectively) – have a range of poorer statistics such as higher long-standing illness rates (Glasgow 22% and Dundee 17%) and higher premature death rates – Dundee is 3rd and Glasgow highest (Source 2). (3 marks)</i></li> </ul> <p><b>Links between social exclusion and local authority area:</b></p> <ul style="list-style-type: none"> <li>• <i>Glasgow and Dundee have the highest premature death rates (Source 2) and this is backed up by Source 3 which shows Dundee and Glasgow have the highest unemployment rates. (1 mark)</i></li> <li>• <i>Source 1 states that social exclusion is not equally spread across Scotland. This would be backed up by Source 3 which shows that Dundee (5.8%) and Glasgow (45%) have a higher percentage of the national share of the poorest parts of the country. (2 marks)</i></li> <li>• <i>Source 1 states that social exclusion is not equally spread across Scotland and that there is a difference between urban and rural areas. This would be backed up by Source 3 which shows that Dundee (5.8%) and Glasgow (45%) have a higher percentage of the national share of the poorest parts of the country. (2 marks) There is further evidence in Source 2 to back</i></li> </ul>

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				<p><i>this point up as Glasgow and Dundee have by far the highest levels of premature deaths, whereas more rural places such as Scottish Borders and Aberdeenshire have much lower premature death rates.</i></p> <p><b>Possible overall conclusions:</b></p> <ul style="list-style-type: none"> <li>• <i>Overall, the evidence from each of the Sources 1-3 does suggest that social exclusion has a big impact in Scotland as it would appear that the poorest areas do have worse health and poorer social and economic data. (1 mark)</i></li> <li>• <i>Overall, the evidence does suggest from Sources 1-3 that the factors that lead to social exclusion are strongly linked so that where social exclusion is greatest, health will be poorest. It is also clear that some parts of Scotland suffer more from social exclusion and these are also the local authority areas with the poorest social and economic data. (2 marks)</i></li> </ul>
4	a	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> </ul>	12	<p><b>Credit reference to aspects of the following:</b></p> <ul style="list-style-type: none"> <li>• details of the Equality Act 2012</li> <li>• government policies, impact of the national minimum wage on female pay rates</li> <li>• gender pay gap, glass ceiling, over-representation in low-paid jobs, ie '5 Cs' (catering, cleaning, caring, clerical and cashiering)</li> <li>• impact of austerity measures, government cuts on welfare</li> <li>• reference to Equality and Human Rights Commission (EHRC) reports, Sex and Power Report, Joseph Rowntree Foundation (JRF)</li> <li>• rise in number of female-owned small businesses</li> <li>• women more likely to suffer poverty</li> <li>• credit also accurate references to other groups, eg ethnic minorities, people with disabilities, etc, and government policies to tackle inequalities</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this type of question.</i></p>

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	<ul style="list-style-type: none"> <li>consistency and inconsistency</li> <li>different views/interpretations</li> <li>possible consequences/implications</li> <li>the relative importance of components</li> <li>understanding of underlying order or structure</li> </ul> <p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> <li>government policies to tackle social inequalities</li> <li>an analysis of policies with reference to a specific group</li> </ul> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical comments</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Candidates may make reference to specific groups facing inequality on the basis of, for example:</p> <ul style="list-style-type: none"> <li>gender</li> <li>race</li> </ul>		<p><b>Possible approaches to answering the question:</b></p> <p><i>Gender inequality exists in the UK. Men get paid more than women and women struggle to get the better-paid jobs. Government has introduced various policies to tackle these inequalities. These policies include the Equality Act 2010.</i>  <b>(2 marks KU) (2 marks, accurate point plus an example)</b></p> <p><i>Gender inequality exists in the UK. Men’s average earnings are higher (often around 15% and higher in best-paid employment) than women’s and, for many types of jobs, women still experience a ‘glass ceiling’ that acts as a barrier to them obtaining the better-paid and more senior jobs, eg CEOs in big multinational companies. (2 marks KU) Government has attempted to reduce some of these inequalities by introducing a variety of laws such as the Equality Act 2010. One part of the Equality Act is to ensure equal pay for equal work between men and women, although many groups feel pay equality will take years to achieve. (2 marks analysis)</i>  <b>(4 marks, two relevant points plus more extended analytical comment)</b></p> <p><i>Gender inequality exists in the UK. Men’s average earnings are higher (often around 15% and higher in best-paid employment) than women’s and, for many types of jobs, women still experience a ‘glass ceiling’ that acts as a barrier to them obtaining the better-paid and more senior jobs, eg CEOs in big multinational companies. (2 marks KU) Government has attempted to reduce some of these inequalities by introducing a variety of laws and such as the Equality Act 2010. One part of the Equality Act is to ensure equal pay for equal work between men and women, although many groups such as Engender feel pay equality will take years to achieve. (2 marks analysis)</i></p> <p><i>As well as tackling pay inequality, the Equality Act aims to get rid of gender discrimination. It is illegal to discriminate in employment on grounds of gender. (1 mark KU) Nonetheless there have been several high-profile examples where</i></p>

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Question		General marking principles	Max mark	Detailed Marking Instructions for this question
		<ul style="list-style-type: none"> <li>• employment/unemployment</li> <li>• income/poverty</li> <li>• disability</li> </ul> <p>Candidates should be credited up to <b>full marks</b> if they answer within a Scottish context only, a UK context only or refer to both Scotland and the UK as appropriate.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>women have won their cases on grounds of gender discrimination (eg in London City banking jobs). <b>(1 mark KU)</b> The reality is that many women feel the law is not strong enough and more needs to be done to end gender discrimination in employment. Recently one study claimed one in four women returning to work after maternity leave is the subject of discrimination. <b>(2 marks analysis)</b></p> <p align="center"><b>(8 marks, two separate accurate points, with description, explanation and exemplification plus extended analytical comment)</b></p>
<b>4</b>	<b>b</b>	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and</li> </ul>	<b>12</b>	<p><b>Credit reference to aspects of the following:</b></p> <ul style="list-style-type: none"> <li>• Poor lifestyle choices include smoking, excess alcohol consumption, lack of exercise, a diet high in salt and fat, drug misuse, or other risk-taking activities</li> <li>• Failure to make best use of preventative care services</li> <li>• Reference to government policies or health initiatives where it is acknowledged that these are a response to poor lifestyle choices, eg minimum alcohol pricing</li> <li>• Reference to official reports, eg Equally Well 2008 (and Inequalities Task Force Report 2010)</li> <li>• Statistical examples that highlight poor health in Scotland or the UK</li> </ul>

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Question	General marking principles	Max mark	Detailed Marking Instructions for this question
	<p>related concepts</p> <ul style="list-style-type: none"> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/ implications</li> </ul> <ul style="list-style-type: none"> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> <li>• lifestyle choices linked to poor health</li> <li>• an analysis of the consequences of specific lifestyle choices relating to poor health</li> </ul> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Candidates should be credited up to <b>full marks</b> if they answer within a</p>		<p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p><b>Possible approaches to answering the question:</b>  <i>Some people choose to drink too much alcohol. Scotland has a culture of binge drinking especially at the weekend which costs the country a great deal of money. (1 mark KU)</i></p> <p align="right"><b>(1 mark accurate and relevant point)</b></p> <p><i>Poor diet is a problem in Scottish society. Many people choose to eat too much fatty food such as burgers and chips. Too many people are now overweight or obese. Health campaigns such as the 5-a-day campaign to encourage people to eat more fruit and vegetables are a response to too many people choosing to eat a poor diet. (2 marks KU)</i></p> <p align="right"><b>(2 marks, accurate point with an example)</b></p> <p><i>Despite years of anti-smoking health campaigns or the ban on smoking in public places, some individuals continue to choose to smoke cigarettes. (1 mark KU) Around 22% of adults smoked in Scotland in 2012. (1 mark KU) As a consequence of smoking an individual is more likely to suffer from respiratory illness or lung cancer. Evidence shows that there is a strong link between smoking and lung cancer deaths. Around 90% of all lung cancer deaths are linked to people who smoked before they died. (2 marks analysis)</i></p> <p align="right"><b>(4 marks, accurate point with explanation, exemplification and analysis)</b></p> <p><i>There are many lifestyle choices that can be made to improve health. For example, people can choose not to smoke, drink too much alcohol or eat too much fatty food. (1 mark KU) Statistics show that Scotland has too many people who make the wrong lifestyle choices, eg around one in five adults smoke. (1 mark KU) Choosing to take regular exercise is another important way that</i></p>

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Question		General marking principles	Max mark	Detailed Marking Instructions for this question
		<p>Scottish context only, a UK context only or refer to both Scotland and the UK as appropriate.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p><i>people can stay fit and healthy. Walking or cycling to school or work regularly has been proven to improve people’s health. Unfortunately, not enough people in Scotland take regular exercise. Studies show that less than half the adult population takes an hour’s exercise at least three times per week. (2 marks KU)</i></p> <p><i>In Scotland the government has tried to encourage people to take more exercise by building cycle paths or by having subsidised entry to swimming pools or sports centres for children or people on a low income. The Equally Well Report of 2008 recognised that there was a need to promote exercise if Scotland was to further reduce the ‘Big Three Killers’ of heart disease, cancer and stroke. (2 marks analysis)</i></p> <p align="center"><b>(6 marks, accurate developed point, with description, explanation, exemplification and extended analysis)</b></p>
4	c	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> </ul>	<b>12</b>	<p><b>Credit reference to aspects of the following:</b></p> <p>The Scottish government has introduced or extended a range of policies to reduce crime or improve crime prevention including:</p> <ul style="list-style-type: none"> <li>• policies to tackle antisocial behaviour</li> <li>• policies on counteracting the threat of terrorism</li> <li>• drugs – recovery and enforcement</li> <li>• new laws give greater protection to victims of forced marriage</li> <li>• tougher sanctions on crime linked to racial, religious or social prejudice</li> <li>• action on human trafficking</li> <li>• tough enforcement and prevention measures</li> <li>• protecting children from exploitation and dealing with extreme materials</li> <li>• policies on tackling prostitution and kerb-crawling offences</li> <li>• reducing re-offending</li> <li>• tackling serious organised crime in Scotland</li> <li>• reforming rape and sexual offences law</li> <li>• tackling misuse of firearms and air weapons in Scotland</li> </ul>

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Question	General marking principles	Max mark	Detailed Marking Instructions for this question
	<ul style="list-style-type: none"> <li>• possible consequences/ implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> <li>• government policies to tackle crime</li> <li>• an analysis of policies</li> </ul> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical comments.</p> <p>Award up to <b>6 marks</b> per point. Candidates should be credited up to <b>full marks</b> if they answer within a Scottish context only, a UK context only or refer to both Scotland and the UK as appropriate.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as</p>		<ul style="list-style-type: none"> <li>• youth justice measures – early intervention and tackling youth crime</li> <li>• introducing specialist drug courts</li> <li>• community payback orders</li> <li>• restriction of liberty orders</li> </ul> <p>Measures to implement some of the above were contained in the Criminal Justice and Licensing (Scotland) Act 2010.</p> <p>In England and Wales, the Home Office claims emphasis is moving towards local community-based approaches to reducing crime, including improving crime prevention:</p> <ul style="list-style-type: none"> <li>• creating community triggers to deal with persistent antisocial behaviour</li> <li>• using community safety partnerships, and police and crime commissioners, to work out local approaches to deal with issues, including antisocial behaviour, drug or alcohol misuse and re-offending</li> <li>• establishing the national referral mechanism (NRM) to make it easier for all the different agencies that could be involved in a trafficking case to co-operate, share information about potential victims and access advice, accommodation and support</li> <li>• setting up the National Crime Agency (NCA) which will be a new body of operational crime fighters</li> <li>• creating street-level crime maps to give the public up-to-date, accurate information on what is happening on their streets so they can challenge the police on performance</li> <li>• creating the child sex offender disclosure scheme, which allows anyone concerned about a child to find out if someone in their life has a record for child sexual offences</li> <li>• legislating against hate crime</li> <li>• using football banning orders to stop potential trouble-makers from travelling</li> </ul>

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Question	General marking principles	Max mark	Detailed Marking Instructions for this question
	<p>knowledge and understanding marks provided they meet the criteria for this.</p>		<p>to football matches both at home and abroad</p> <ul style="list-style-type: none"> <li>legislation to prohibit cash payments to buy scrap metal and reforming the regulation of the scrap metal industry to stop unscrupulous dealers buying stolen metal</li> </ul> <p>The Antisocial Behaviour, Crime and Policing Bill was announced in May 2013. It aims to tackle a number of types of crime including antisocial behaviour, illegal use of firearms and organised crime.</p> <p>References can be made to Scottish and/or UK-based crime reduction policies.</p> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p><b>Possible approaches to answering the question:</b>  <i>To try and reduce crime in Scotland the Scottish government has announced it will increase the mandatory sentence for carrying a knife from four to five years. The Scottish government hopes this will stop young people carrying knives. (1 mark KU) (1 mark, accurate and relevant point)</i></p> <p><i>In Scotland there are many early intervention programmes that have been introduced to try and reduce crime. One early intervention programme is ‘Kick It Kick Off’ (KIKO). (1 mark KU) This programme uses football to try and steer young people, many who have had problems at school or with the police, away from trouble. (1 mark KU) KIKO has been widely praised for its success in keeping many young people off the streets and out of trouble. KIKO programmes run in many parts of Scotland. (1 mark analysis) (3 marks, one accurate point explained with an example and analysis)</i></p>

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Question			General marking principles	Max mark	Detailed Marking Instructions for this question
					<p><i>The Criminal Justice and Licensing (Scotland) Act 2010 strengthened the law in terms of racial or religiously motivated crime. Now, where it has been proved that someone has committed an offence on grounds of race or religion (hate crimes), the courts must take this into account when handing out the sentence. This can lead to a longer custodial sentence or higher fine or a different type of punishment where appropriate. (3 marks KU) Although many people support tougher punishments for hate crimes, arguing this will make some people think twice before committing a crime, there are those who believe longer or tougher sentencing is the wrong approach. These people would argue that there is little evidence tougher sentencing for hate crimes works. (2 marks analysis)</i></p> <p align="right"><b>(5 marks, one accurate developed point, with exemplification and extended analysis)</b></p>
4	d	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> </ul>	12	<p><b>Credit reference to aspects of the following:</b></p> <ul style="list-style-type: none"> <li>• reference to official crime figures or the Scottish Crime and Justice Survey, etc</li> <li>• range of types of crimes, eg violent and non-violent, and the short- and long-term effects of crime – physical, emotional, financial, psychological, etc</li> <li>• credit reference to crime where everyone is a victim in the widest sense, eg higher home/car insurance payments or more expensive prices when shopping</li> <li>• credit also references to the criminal justice system where again everyone in society is a victim in the widest sense</li> <li>• credit cases studies and examples with reference to different crimes</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p>	

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Question	General marking principles	Max mark	Detailed Marking Instructions for this question
	<ul style="list-style-type: none"> <li>• possible consequences/ implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> <li>• a range of different crimes</li> <li>• an analysis of the consequences of crime for victims</li> </ul> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Candidates should be credited up to <b>full marks</b> if they answer within a Scottish context only, a UK context only or refer to both Scotland and the UK as appropriate.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4</p>		<p><b>Possible approaches to answering the question:</b></p> <p><i>To assault another person is a crime. This may result in a serious injury which requires medical attention. (1 mark KU) Physically a person may be hurt after an attack but they may also be frightened. Some people do not go out as much if they have been the victim of an assault. (1 mark analysis) (2 marks, accurate point explained plus analysis)</i></p> <p><i>Someone who has their handbag stolen is the victim of a crime. The result may be that the person loses money, their mobile phone or other personal belongings. (1 mark KU) Theft or crimes of dishonesty were the most common type of crime in 2011-12 in Scotland, accounting for around half of all recorded crime. (1 mark KU) However, when someone has their handbag stolen they may also become the victim of other crimes such as identity fraud. In some cases, thieves will attempt to use credit cards to purchase goods on the internet running up thousands of pounds of illegal purchases. Unfortunately, the victim, who has done no wrong, may find they have to spend weeks or even months sorting out their finances. (2 marks analysis) (4 marks, one accurate and exemplified point with 2 marks for more detailed analysis)</i></p> <p><i>Being a victim of burglary is a serious issue. Although burglaries as a type of crime are falling in Scotland, there are many consequences as a result of a burglary. (1 mark KU) The first consequence of a burglary is that people lose many of their household possessions such as laptops and jewellery, some of which may have personal value. Emotionally this can be very upsetting. (1 mark analysis) Another consequence of a burglary, this time financial, is that a person's house insurance may jump. (1 mark analysis) If a victim or the area a victim lives in suffers repeat burglaries then they may not be able to obtain affordable insurance meaning if their house gets broken into again they may not</i></p>

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Question		General marking principles	Max mark	Detailed Marking Instructions for this question
		marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.		<p><i>be able to replace the goods they lose. (1 mark KU) There is also a cost to wider society from burglaries as the cost of insurance for the general population will rise. (1 mark analysis) Thanks to better police investigation techniques and improved house alarm and controlled entry systems, the number of burglaries is falling although it remains a more common type of non-violent crime. (1 mark KU)</i></p> <p align="center"><b>(6 marks, accurate developed point, with description, explanation, exemplification and extended analysis)</b></p>

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Question		General marking principles	Max mark	Detailed Marking Instructions for this question
5	a	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding /a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/ implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Evaluation involves making a judgement based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments</p>	20	<p><b>Credit reference to aspects of the following:</b></p> <p><b>The powers of the US president include:</b></p> <ul style="list-style-type: none"> <li>• determine foreign policy and diplomacy</li> <li>• propose legislation</li> <li>• issue executive orders</li> <li>• submit the budget to Congress – but can refuse to release money for legislation that he/she disapproves of</li> <li>• adjourn/recall Congress at any time</li> <li>• make appointments</li> <li>• Commander in Chief of armed forces</li> <li>• negotiates treaties</li> <li>• veto</li> </ul> <p><b>Limits on the US president by the Congress may include:</b></p> <ul style="list-style-type: none"> <li>• may impeach the president (House of Representatives)</li> <li>• conducts the trial for impeachment (Senate)</li> <li>• ‘filibuster’ and delay legislation – this usually results in a forced compromise with the president</li> <li>• make it difficult/delay bills getting through Congress if there are divisions between Congress and the president or within their own party</li> <li>• Supreme Court recommendations must be approved by the Senate</li> <li>• many appointments subject to approval by US Senate</li> <li>• refuse to pass any laws during special sessions called by the president</li> <li>• Congress declares war and allocates money to fund it</li> <li>• Congress scrutinises any treaties and a 2/3 Senate majority is required to ratify them</li> </ul>

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Question	General marking principles	Max mark	Detailed Marking Instructions for this question
	<p>including possible alternative interpretations; the overall impact/significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> <li>• the political system in the world power</li> <li>• analysis of the ways the system checks government</li> <li>• balanced overall evaluative comment on the effectiveness of the political system in providing a check on government</li> <li>• provide a clear, coherent line of argument</li> </ul> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical/evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Candidates may make reference to</p>		<p><b>Powers of the US Supreme Court which may include:</b></p> <ul style="list-style-type: none"> <li>• declare executive orders unconstitutional (judicial review)</li> </ul> <p>Credit also:</p> <ul style="list-style-type: none"> <li>• powers of the states</li> <li>• role of the media</li> <li>• role of interest groups</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p><b>Possible approaches to answering the question – World Power: China</b></p> <ul style="list-style-type: none"> <li>• CPC is one-party state – no effective opposition</li> <li>• other political parties are not in opposition to CPC</li> <li>• treatment of political opponents</li> <li>• development of ‘grassroots democracy’ including town and village elections, ‘independent candidates’, ‘focus groups’, channels of communication, etc.</li> <li>• CPC controls the media</li> <li>• Hong Kong – ‘One Country: Two Systems’ – free media, opposition parties, etc, but half the HK government appointed by CPC</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p><b>Possible approaches to answering the question – World Power: USA</b></p> <p><i>The president has the power to veto legislation. This means that even if a new law has been passed by Congress, the president can refuse to sign, sending the bill back to Congress unsigned. For example, President Bush vetoed a bill to allow stem cell research in 2007. (2 marks KU)</i></p> <p align="right"><b>(2 marks, accurate point with an example)</b></p>

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Question	General marking principles	Max mark	Detailed Marking Instructions for this question
	<p>any member of the G20 group of countries, excluding the United Kingdom.</p> <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p><i>The president has the power to veto legislation. This means that even if a new law has been passed by Congress, the president can refuse to sign, sending the bill back to Congress unsigned. For example, President Bush vetoed a bill to allow stem cell research in 2007. (2 marks KU) There are two types of presidential veto – the regular veto where during a session of Congress the president returns a bill unsigned, and the ‘pocket veto’. If either type of veto happens legislation cannot proceed. This is one of the ‘checks and balances’ in the US political system. (2 marks analytical comment)</i></p> <p align="right"><b>(4 marks, accurate point with explanation, exemplification and analytical/evaluative comment)</b></p> <p><i>The president has the power to veto legislation. This means that even if a new law has been passed by Congress, the president can refuse to sign, sending the bill back to Congress unsigned. For example, President Bush vetoed a bill to allow stem cell research in 2007. (2 marks KU) There are two types of presidential veto – the regular veto where during a session of Congress the president returns a bill unsigned, and the ‘pocket veto’. If either type of veto happens legislation cannot proceed. The pocket veto occurs when Congress is adjourned and the president refuses to sign and the bill fails. By 2012, President Obama had twice used the pocket veto. This is one of the ‘checks and balances’ in the US political system. (2 marks KU range of knowledge and 2 marks analytical comment). However, there are limits to the president’s power to veto legislation. For example, if two-thirds of both Houses of Congress (Senate and Representatives) vote to override a presidential veto, the bill becomes law eg the Medicare Bill was overridden by Congress in 2008. Then again, Congress can vote to override a presidential veto causing the bill to become law without the president’s approval although this has rarely happened. (2 marks evaluative comment)</i></p> <p align="right"><b>(8 marks, range of knowledge, description/explanation, exemplification and extended analytical/evaluative comment)</b></p>

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				<p><i>Overall, there are many checks and balances within the US system of government that provide for an effective check on the government. The president may have many important powers such as control of the armed forces but Congress and on occasion the Supreme Court can check these powers. There is also the separation of powers between state governments and the federal government. This too ensures that no one part of government can become too powerful. The US Constitution defines clearly those powers that are given to states such as issuing licences (driving, fire arms, etc), those that are shared and those that are given to the federal government. Taken as a whole, the US political system is very effective in checking the different parts of government. (4 marks conclusions)</i></p> <p><b>(4 marks, balanced overall comment plus 2 marks for structure/line of argument)</b></p>
5	b	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> </ul>	20	<p><b>Credit reference to aspects of the following:</b></p> <p><b>Possible approaches to answering the question – World Power: USA</b></p> <ul style="list-style-type: none"> <li>• leading role as a permanent member of the UN Security Council</li> <li>• examples of US involvement in Afghanistan (ISAF)</li> <li>• leading role in NATO – examples of US involvement in Libya as part of Operation Unified Protector</li> <li>• possible future role of US in Syria</li> <li>• member of the G8</li> <li>• largest economy in the world</li> <li>• role in Middle East</li> <li>• nuclear superpower</li> <li>• impact of emergence of China as superpower</li> <li>• withdrawal from Iraq/Afghanistan</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking</i></p>

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Question	General marking principles	Max mark	Detailed Marking Instructions for this question
	<ul style="list-style-type: none"> <li>• different views/interpretations</li> <li>• possible consequences/ implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Evaluation involves making a judgement based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact/significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> <li>• role/part played by world power in international relations</li> <li>• analysis of the importance of world power in international relations</li> </ul>		<p><i>principles for this kind of question.</i></p> <p><b>Possible approaches to answering the question – World Power: China</b></p> <p><b>Credit reference to aspects of the following:</b></p> <ul style="list-style-type: none"> <li>• leading role as a permanent member of the UN Security Council</li> <li>• participates in UN peace-keeping operations</li> <li>• relationship with and future role in negotiations with North Korea</li> <li>• impact of US/China diplomatic relations</li> <li>• investment in African countries and elsewhere</li> <li>• growing importance of China in world economy (2nd to the USA and expected to pass)</li> <li>• member of the G20</li> <li>• part of the G8’s Outreach Five (O5)</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p><b>Possible approaches to answering the question – World Power: USA</b></p> <p><i>The USA’s role as a world power is very important. It was one of the original countries that set up NATO in 1949 and still remains its most influential member. More recently the USA has played the lead role in NATO’s mission to Afghanistan (ISAF). (2 marks KU)</i></p> <p align="center"><b>(2 marks, accurate and exemplified but underdeveloped point)</b></p> <p><i>The USA’s role as a world power is very important. It was one of the original countries that set up NATO in 1949 and still remains its most influential member. More recently the USA has played the lead role in NATO’s mission to Afghanistan (ISAF). (2 marks KU) In terms of finance, troop and resource commitments to NATO, the USA provides far more than any other single member of the Alliance</i></p>

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	<ul style="list-style-type: none"> <li>balanced overall evaluative comment on the importance of the world power in international relations</li> <li>provide a clear, coherent line of argument</li> </ul> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical/evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Candidates may make reference to any member of the G20 group of countries, excluding the United Kingdom.</p> <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p><i>making the US the most important member of NATO so in one sense the US can be seen as the most important member of the world's most powerful alliance. (1 mark analysis)</i>  <b>(3 marks, accurate point with explanation, exemplification and analytical comment)</b></p> <p><i>The USA's role as a world power is very important. It was one of the original countries that set up NATO in 1949 and remains its most influential member. More recently the USA has played the lead role in NATO's mission to Afghanistan (ISAF). (2 marks KU) In terms of finance, troop and resource commitments to NATO, the USA provides far more than any other single member of the Alliance so in one sense the US can be seen as the most important member of the world's most powerful alliance. (1 mark analysis) However, in recent years the USA has called on the other members of NATO to pay a greater share of the organisation's costs. The USA has also withdrawn a great many troops and resources from Europe in the expectation that European NATO members will do more for their own defence. (1 mark analysis comment) Although the USA may dominate NATO in terms of its contribution, NATO's 28 members have equal standing, ie no one member country has more voting rights than the next and there must be agreement by all before action can be taken. This meant that for NATO to invade Afghanistan after 9/11, for example, all the members had to be in agreement. (2 marks analysis/evaluative comment)</i>  <b>(6 marks, accurate and developed point, exemplified with extended analytical/evaluative comment)</b></p> <p><i>Therefore, given the importance of the USA within NATO, the UN, and the global economy, it is clear the USA is, at present, the world's most important country. For example, the US is sometimes described as 'the leader of the free world'. However, China is closing the gap in terms of the importance to the US to the world economy, as are the rest of the BRIC countries. Further, China has entered</i></p>

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Question		General marking principles	Max mark	Detailed Marking Instructions for this question
				<p><i>the space race and is increasing its influence in Africa. Also, despite US/NATO military strength in Afghanistan, the Taliban has not been defeated. The USA may be the world's only 'superpower' but this does not mean it has the power to achieve everything it seeks. (4 marks conclusion)</i></p> <p><b>(4 marks, balanced overall comment)</b></p>
5	c	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/ implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul>	20	<p><b>Credit reference to aspects of the following:</b></p> <ul style="list-style-type: none"> <li>• world issue: international terrorism (UN/NATO)</li> <li>• world issue: developing world poverty (UN agencies/NGOs)</li> <li>• world issue: nuclear proliferation (UN)</li> <li>• world issue: global economic crisis (EU/World Bank/IMF)</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p><b>Possible approaches to answering the question:</b>  <i>The threat of the development of nuclear weapons by countries such as North Korea and Iran continues to be a major concern for the United Nations. As North Korea and Iran are not seen as stable democracies it is a concern for the UN that either acquires nuclear capability. (1 mark KU)</i></p> <p><b>(1 mark accurate but underdeveloped point)</b></p> <p><i>The threat of the development of nuclear weapons by countries such as North Korea and Iran continues to be a major concern for the United Nations. The Treaty on the Non-Proliferation of Nuclear Weapons (updated 1995) was signed by 190 countries including North Korea. As North Korea and Iran are not seen as stable democracies it is a concern for the UN that either acquires nuclear capability. (2 marks KU) By way of response, the UN has imposed a variety of trade sanctions against North Korea and Iran. These sanctions aim to limit North Korea's ability to gain access to technology that would allow both countries to</i></p>

**Section 3: International Issues**

Question	General marking principles	Max mark	Detailed Marking Instructions for this question
	<p>Evaluation involves making a judgement based on criteria, drawing conclusions on 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; the relative importance of factors in relation to the context.</p> <p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> <li>• responses of international organisations to a significant world issue</li> <li>• analysis of the ways international organisations attempt to resolve a world issue</li> <li>• balanced overall evaluative comment on the extent to which responses made by international organisations have been successful in resolving a significant world issue</li> <li>• provide a clear, coherent line of argument</li> </ul>		<p><i>arm nuclear missiles. So far this policy seems to be partly working as it is claimed Iran has no nuclear weapons. (2 marks analysis)</i>  <b>(4 marks, accurate point with explanation, exemplification and analysis)</b></p> <p><i>The threat of the development of nuclear weapons by countries such as North Korea and Iran continues to be a major concern for the United Nations. The Treaty on the Non-Proliferation of Nuclear Weapons (updated 1995) was signed by 190 countries including North Korea. As North Korea and Iran are not seen as stable democracies it is a concern for the UN that either acquires nuclear capability. (2 marks KU) By way of response, the UN has imposed a variety of trade sanctions against North Korea and Iran. These sanctions aim to limit North Korea's ability to gain access to technology that would allow both countries to arm nuclear missiles. So far this policy seems to be partly working as it is claimed Iran has no nuclear weapons. (2 marks analysis) Despite these UN sanctions, the North Koreans continue to test or threaten to test nuclear weapons, increasing international tension. Recently, the North Koreans have talked of re-starting their nuclear programme to create nuclear material that could be used in weapons. They have also threatened to take action against South Korea and the USA which runs the risk of starting a devastating war. UN Secretary-General Ban Ki-moon has intervened to ask all sides to step back and, because of the seriousness of the situation, to think carefully about what they say. (3 marks analytical/evaluative comment, 1 mark structure)</i>  <b>(8 marks, structure, description/explanation, exemplification and extended analytical/evaluative comment)</b></p> <p><i>Taken together, it can be argued that the United Nations has only been partly successful in attempting to limit the spread of nuclear weapons. Although around 200 countries signed up to the Treaty on the Non-Proliferation of Nuclear Weapons, and most countries of the world do not wish to develop nuclear weapons or share nuclear technology (some have even ended their interest in</i></p>

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Question		General marking principles	Max mark	Detailed Marking Instructions for this question
		<p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical/evaluative comments.</p> <p>Award up to <b>6 marks</b> per point</p> <p>Candidates may make reference to any world issue the impact of which extends beyond the boundaries of any single country.</p> <p>This impact may be regional or global in scale.</p> <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p><i>nuclear technology</i>), more countries have become nuclear states or are suspected of having the capability to build or launch a nuclear missile. Unfortunately, the reality is that if some countries retain nuclear weapons then there will be others who will also want them. <b>(4 marks conclusion)</b></p> <p><b>(4 marks, balanced overall comment)</b></p>
5	d	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p>	20	<p><b>Credit reference to aspects of the following:</b></p> <ul style="list-style-type: none"> <li>• war – Afghanistan, Libya, Syria</li> <li>• nuclear weapons – North Korea</li> <li>• borders – Middle East</li> <li>• economic difficulties – EU countries (Portugal, Ireland, Italy, Greece, Spain)</li> <li>• factors which limit development</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p>

**Section 3: International Issues**

Question	General marking principles	Max mark	Detailed Marking Instructions for this question
	<ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Evaluation involves making a judgement based on criteria, drawing conclusions on 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; the relative importance of factors in relation to the context.</p> <p>Credit responses that make reference to:</p>		<p><b>Possible approaches to answering the question:</b></p> <p><b>Factors which affect development:</b>  <i>One international issue is the lack of development in many countries in Africa. The lack of healthcare and education are said to be two of the most important factors limiting development. (1 mark KU)</i>  <b>(1 mark accurate but underdeveloped point)</b></p> <p><i>One international issue is the lack of development in many countries in Africa. The lack of available and affordable healthcare and education are said to be two of the most important factors limiting development. (1 mark KU) For example, in Malawi life expectancy is low (54 years) and illiteracy rates are high (one in six people cannot read or write). (1 mark KU) However, in recent years many African countries have seen real improvements in standards of living, many experiencing faster economic growth than countries in Europe. (1 mark analytical comment) Free from civil war the people of countries such as Mozambique and Angola have been able to invest in schools and medical clinics and have made progress in reducing illnesses such as HIV/AIDS or increasing the number of children in primary school. (1 mark analysis, 1 mark KU)</i>  <b>(5 marks, accurate point with explanation, exemplification and extended analysis/evaluative comment)</b></p> <p><i>Overall, development in African countries has been mixed if, for example, measured against the UN's Millennium Development Goals. Countries that have experienced good government and have been free from war, such as Tanzania and Ghana, have made sustained progress. However, where the government has been accused of corruption (Nigeria) or where there has been conflict (Sudan) there has been much less progress. (3 marks conclusion)</i>  <b>(3 marks, balanced overall comment)</b></p>

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Question	General marking principles	Max mark	Detailed Marking Instructions for this question
	<ul style="list-style-type: none"> <li>• explanation of the international issue</li> <li>• analysis of the impact of the issue in different countries</li> <li>• balanced overall evaluative comment on the extent to which an international issue has impacted on people in different countries</li> <li>• provide a clear, coherent line of argument</li> </ul> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical/ evaluative comments. Award up to <b>6 marks</b> per point.</p> <p>Candidates may make reference to any world issue the impact of which extends beyond the boundaries of any single country.</p>		

Section 3: International Issues				
Question		General marking principles	Max mark	Detailed Marking Instructions for this question
		This impact may be regional or global in scale. Where a candidate makes more analytical/evaluative points than are required to gain the allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.		

[END OF SPECIMEN MARKING INSTRUCTIONS]

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**Change since last published:**

Marking grids updated with additional text.