

## ModStds/SQP299

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Modern Studies  
Intermediate 2

NATIONAL  
QUALIFICATIONS

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# COURSE ASSESSMENT SPECIFICATION

## Modern Studies Intermediate 2

The purpose of this document is to provide:

- Details of the structure of Course Assessment
- Guidance on how to use the information gathered from a Question Paper appropriate for this Course to estimate candidate performance

### Part 1

**This part of the Course Assessment Specification details the structure of the Course Assessment in this Course.**

The Course Assessment:

- consists of one question paper lasting two hours
- has a total mark allocation of 70
- will assess knowledge and understanding and analysis and evaluation and there will be a balance of marks allocated to these skills, although the allocation of these marks within sections may vary
- will assess decision making skills including knowledge and understanding, evaluating and analysis
- will assess integration of knowledge and understanding and analysis within the Units
- will use language appropriate to the reading age of Intermediate 2 candidates in any question, stimulus or source

### Question Paper

The Paper contains **three** Sections: **Section A** examines the content of *Political Issues in the UK*; **Section B** examines the content of *Social Issues in the UK*; **Section C** examines the content of *International Issues*. Each section will contain approximately one third of the marks for the paper. Guidance on the content of each section is given below:

#### Section A

- This section will examine the content of *Political Issues in the UK*.
- It will contain **two** questions – **one** on each Study Theme.
- Candidates will be required to answer **one** question from this section.
- Questions will be divided into several parts, examining knowledge and understanding and analysis. The balance of marks between these two skills may vary from year to year.
- A question in any one or both of the Study Themes may include a short stimulus.
- Some parts of the questions will include source material.

The topic for each question in this section (*Section A of the Paper*) is outlined below:

- Study Theme 1A: Government and Decision Making in Scotland
- Study Theme 1B: Government and Decision Making in Central Government

## Section B

- This section will examine the content of *Social Issues in the UK*.
- It will contain **two** questions – **one** on each Study Theme.
- Candidates will be required to answer **one** question from this section.
- Questions will be divided into several parts examining knowledge and understanding and analysis. There will be a balance of marks between these two skills.
- There will be a decision making activity included in this section, usually worth 10 marks. Candidates will be expected to analyse and evaluate source material and will be credited for relevant background knowledge, although it will be possible to obtain full marks without background knowledge.
- A question in one or both of the Study Themes may include a short prompt.
- Some parts of the questions will include source material.

The topic for each question in this section (*Section B of the Paper*) is outlined below:

- Study Theme 2A: Equality in Society: Wealth and Health in the United Kingdom
- Study Theme 2B: Crime and the Law in Society

## Section C

- This section will examine the content of *International Issues*.
- It will contain **five** questions – **one** on each Study Theme.
- Candidates will be required to answer **one** question from this section.
- Questions will be divided into several parts examining knowledge and understanding and analysis. The balance of marks between these two skills may vary from year to year.
- A question in any one or all of the Study Themes may include a short stimulus.
- Some parts of the questions will include source material.

The topic for each question in this section (*Section C of the Paper*) is outlined below:

- Study Theme 3A: The Republic of South Africa
- Study Theme 3B: The People's Republic of China
- Study Theme 3C: The United States of America
- Study Theme 3D: The European Union
- Study Theme 3E: Development in Brazil

## The “added value” of the Course

Achieving success in the Course requires some skills and abilities over and above those involved in passing individual units. These are detailed in the Assessment section of the Course Arrangements and include:

- retaining knowledge and skills over time, in greater breadth and depth than in the Units, and demonstrating this in response to less structured items
- answering questions which include more demanding skills of analysis and evaluation
- demonstrating the ability to apply and adapt the skills of knowledge and understanding, analysis and evaluation in a variety of contexts within a single paper
- demonstrating the ability to integrate knowledge and understanding, analysis and evaluation across the Units of the Course on a single occasion

## Part 2

**This part of the Course Assessment Specification provides guidance on how all components contribute to the Course award. It also indicates how to use the assessment information gathered from these components to estimate candidate performance.**

The Course assessment is based on one question paper:

Component	Mark Range
Question Paper	0 – 70
Total Marks	0 – 70

In the Modern Studies (Intermediate 2) Course, cut-off scores are set at approximately 70% of the total marks for grade A and 50% for grade C, with B grade falling midway at 60%.

The following table gives an indication of appropriate cut-off scores:

Grade	Band	Mark Range
A	1	60 – 70
A	2	49 – 59
B	3	45 – 48
B	4	42 – 44
C	5	38 – 41
C	6	35 – 37
D	7	32 – 34
No Award	8	29 – 31
No Award	9	0 – 28

The cut-off scores may be lowered if question paper components turn out to be more demanding than intended. Alternatively, they may be raised if question paper components turn out to be less demanding than intended.

### Worked example

- In a centre's own prelim a candidate scores 50/70.
- The centre's view is that their prelim is slightly less demanding than the SQA examination.
- Using the mark range, a realistic estimate will be **band 3** rather than band 2.

## ModStds/SQP299

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Modern Studies  
Intermediate 2  
Specimen Question Paper  
for use in and after 2007

Time: 2 hours

NATIONAL  
QUALIFICATIONS

This Examination Paper consists of 3 Sections. Within each Section there is a choice of Study Themes. There is one question for each Study Theme.

### Section A – Political Issues in the United Kingdom (answer one question)

Question 1 Study Theme 1A Government and Decision Making in Scotland Pages 2 – 5  
Question 2 Study Theme 1B Government and Decision Making in Central Government Pages 6 – 9

### Section B – Social Issues in the United Kingdom (answer one question)

Question 3 Study Theme 2A Equality in Society: Wealth and Health in the United Kingdom Pages 11 – 13  
Question 4 Study Theme 2B Crime and the Law in Society Pages 15 – 17

### Section C – International Issues (answer one question)

Question 5 Study Theme 3A The Republic of South Africa Pages 18 – 19  
Question 6 Study Theme 3B The People's Republic of China Pages 20 – 21  
Question 7 Study Theme 3C The United States of America Pages 22 – 23  
Question 8 Study Theme 3D The European Union Pages 25 – 27  
Question 9 Study Theme 3E Development in Brazil Pages 28 – 29

Total Marks – 70

- 1 Read the questions carefully.
- 2 You must answer **one** question from **each** of Section A, Section B and Section C.
- 3 You must answer all parts of the questions you choose.
- 4 You should spend approximately 40 minutes on each Section.
- 5 If you cannot do a question or part of a question, move on and try again later.
- 6 Write your answers in the book provided. Indicate clearly, in the left hand margin, the question and section of question being answered. Do not write in the right hand margin.

## SECTION A – POLITICAL ISSUES IN THE UNITED KINGDOM

Answer **ONE** question only:

Question 1 Study Theme 1A – Government and Decision Making in Scotland  
on pages 2–5

**OR** Question 2 Study Theme 1B – Government and Decision Making in Central Government  
on pages 6–9

### *STUDY THEME 1A: GOVERNMENT AND DECISION MAKING IN SCOTLAND*

#### Question 1

(a) 

The Scottish Parliament has many powers.
--

Describe, **in detail**, **two** powers of the Scottish Parliament.

**(4 marks)**

(b) 

Pressure Groups use a variety of methods to try and achieve their aims.
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Explain, **in detail**, the reasons why Pressure Groups use a variety of methods to try to achieve their aims.

**(6 marks)**

(c) Study Sources 1, 2 and 3 below and opposite, then answer the question which follows.

#### SOURCE 1

**Number of MSPs elected to the Scottish Parliament by Party:  
1999 and 2003 Elections**

Party	1999	2003
Labour	56	50
SNP	35	27
Conservative	18	18
Liberal Democrat	17	17
Greens	1	7
Scottish Socialist Party	1	6
Independents	1	4
<b>Total</b>	129	129

**Question 1 (c) (continued)**

**SOURCE 2**

**Scottish Parliament elected for its Second Term**

After the voting was over and discussions had taken place between parties, Scotland was governed once again by a Labour and Liberal Democrat coalition. This second four year term may be more difficult for the coalition since they have a reduced majority in the Scottish Parliament. The members of the Scottish Parliament are a more diverse group than during the first term. More parties are represented and more women were elected. However, the Parliament still has no ethnic minority member. The larger parties had mixed fortunes: some lost seats, others made gains. The Conservatives won three constituency seats in 2003; they had not managed to win any constituency MSPs in 1999, having all their MSPs elected on the regional vote.

Interest in voting for the Scottish Parliament has declined over the four years the Parliament has been in existence with turnout falling from 59% in 1999 to 49% in 2003.

**SOURCE 3**

<b>Number of Female MSPs elected to the Scottish Parliament</b>		
<b>Party</b>	<b>1999</b>	<b>2003</b>
Labour	28	28
SNP	15	9
Conservative	3	4
Scottish Socialist Party	0	4
Liberal Democrat	2	2
Greens	0	2
Independents	0	2
<b>Total</b>	<b>48</b>	<b>51</b>

The results of the election in 2003 for the Scottish Parliament showed little change compared with 1999.

View of Curtis Johns

Using Sources 1, 2 and 3 above and opposite, give **two** reasons to **support** and **two** reasons to **oppose** the view of Curtis Johns.

Your answer must be based entirely on the Sources.

You must use information from each Source in your answer.

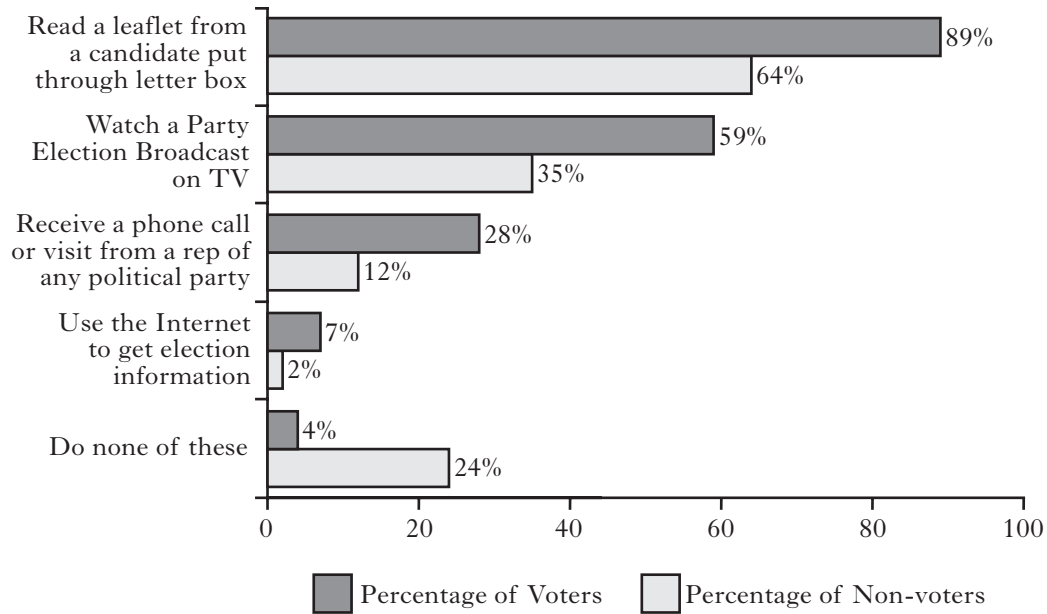
**(8 marks)**

**Question 1 (continued)**

(d) Study Sources 1, 2 and 3 below and opposite, then answer the question which follows.

**SOURCE 1**

**Survey of Scottish Voters and Non-voters who were asked, “During the Scottish Parliament Election in 2003, did you . . .”**



**SOURCE 2**

**Percentage of People using Different Types of Media for Information in Elections in 2001 and 2003**

Type of Media	UK General Election 2001	Scottish Parliament Election 2003
Television	89%	56%
Newspapers	74%	60%
Radio	39%	34%
Party Election Broadcast	55%	49%
Internet	7%	5%

**Question 1 (d) (continued)**

**SOURCE 3**

**Involvement in Politics**

In recent years, more and more people have been taking part in political activity. Even although voter turnout in elections has declined and political party membership is at an all time low, political activity is still high.

It is not conventional activity linked to voting and joining mainstream political parties that is bringing people into politics. It is single issue campaigns, direct action and pressure group politics which are leading to higher levels of political activism. Often it is young people who are the most active in these single issue campaigns. Young people are the very group who seem to find conventional politics boring. The leaders of the main parties do not appeal to many young people, leading to especially low turnout in elections by young people. While older age groups still vote in large numbers, non-voters are likely to be young.

Suggestions have been made to increase the level of participation by young people in politics. Perhaps the political world can learn lessons from the world of television and show business. Millions of young people used the internet and mobile phones to vote in programmes such as Pop Idol and Big Brother. If politics allowed voters to express their preference by these methods, perhaps larger numbers of young people would use their right to vote. Many young people have strong ideas about how the world should be run, the political world must make sure that young people take the chance to express their views and ideas.

Using Sources 1, 2 and 3 opposite and above, what **conclusions** can be drawn about people's involvement in politics?

You should reach conclusions about at least **three** of the following:

- differences between voters and non-voters
- interest in politics
- use of the media
- young people and politics.

You must use information from all the Sources. You should compare information within and between the Sources.

**(8 marks)**

**NOW GO TO SECTION B ON PAGE 11**

*STUDY THEME 1B: GOVERNMENT AND DECISION MAKING IN CENTRAL GOVERNMENT*

**Question 2**

(a) The UK Parliament has many powers.

Describe, **in detail**, **two** powers of the UK Parliament.

**(4 marks)**

(b) Many people do not use their right to vote at a general election.

Explain, **in detail**, why many people do not use their right to vote at a general election.

**(6 marks)**

(c) Study Sources 1, 2 and 3 below and opposite, then answer the question which follows.

**SOURCE 1**

**Number of MPs elected to the UK Parliament by Party:  
2001 and 2005 Elections**

<b>Party</b>	<b>2001</b>	<b>2005</b>
Labour	412	355
Conservative	166	198
Liberal Democrat	52	62
Others	29	31
<b>Total</b>	<b>659</b>	<b>646*</b>
<b>Turnout</b>	<b>59.4%</b>	<b>61.5%</b>

\*Number of seats reduced from 659 in 2001 to 646 in the 2005 General Election due to reduction in the number of Scottish constituencies.

**Question 2 (c) (continued)****SOURCE 2****UK General Election**

As expected, Labour won the election with a reduced majority with the Conservatives second and Liberal Democrats third. As such it was a repeat of the 2001 election. Conservatives and Liberal Democrats would point out that they gained seats while Labour lost 47 seats. Even the number of voters who actually voted was similar, with turnout increasing slightly between 2001 and 2005. The number of female MPs elected was disappointing. The dramatic success achieved in 1997, when the number of female MPs increased from 60 to 120, has not continued at the same rate. However, there has been a further increase in the number of female MPs.

In Scotland, the reduction of MPs from 72 in 2001 to 59 in the 2005 election makes it difficult to make comparisons. Labour is still the dominant party with the Liberals second. The reduction in the number of Scottish constituencies had a bigger effect upon the Labour Party since it usually does so well in winning the majority of seats in Scotland.

**SOURCE 3**

<b>Number of Female MPs elected to the UK Parliament</b>		
<b>Party</b>	<b>2001</b>	<b>2005</b>
Labour	95	98
Conservative	14	17
Liberal Democrat	6	10
Others	3	3
<b>Total</b>	<b>118</b>	<b>128</b>

The results of the 2005 General Election showed little change compared with 2001.

View of Gemma Reilly

Using Sources 1, 2 and 3 above and opposite, give **two** reasons to **support** and **two** reasons to **oppose** the view of Gemma Reilly.

Your answer must be based entirely on the Sources.

You must use information from each Source in your answer.

**(8 marks)**

**Question 2 (continued)**

(d) Study Sources 1, 2 and 3 below and opposite, then answer the question which follows.

**SOURCE 1**

**Role of Newspapers in Politics**

Britain has one of the highest levels of newspaper readership in the world. Circulation figures are high with about 80% of households receiving a newspaper. Almost 90% of the population read a regional or local newspaper. The press is divided into Popular newspapers such as the Sun, Express, Mail and Mirror, and Quality newspapers such as the Times, Guardian, Independent and Telegraph. Scotland has its own newspapers such as the Record, a Popular newspaper with the highest circulation in Scotland. The Herald and the Scotsman are Scotland's two Quality newspapers.

The Popular press sells more copies than Quality newspapers and tends to be very partisan in their support of a political party. They give high praise to the party they support and are very critical of the other parties. The Quality newspapers carry more in-depth articles and provide informed comment about political issues. Until 1997 when Tony Blair became Prime Minister, the British press tended to give more support to the Conservatives. In the 1997 general election no fewer than 11 of the 19 Daily and Sunday newspapers preferred Mr Blair and New Labour to the Conservatives.

There is a difference in Social Class readership of newspapers. Quality newspapers are more likely to be read by Professionals and Managers; Popular newspapers are more likely to be read by skilled and unskilled workers. It is difficult to decide how much influence newspapers have on the way people vote. It is not clear if Labour supporters read the Mirror because it supports Labour, or whether Conservative supporters read the Mail because it supports the Conservatives.

**SOURCE 2**

**Newspaper Support of Political Parties: 1997, 2001 and 2005 General Elections**

Daily Newspaper	Party recommended		
	1997	2001	2005
Mirror	Labour	Labour	Labour
Sun	Labour	Labour	Labour
Mail	Conservative	Conservative	Conservative
Express	Conservative	Labour	Conservative
Telegraph	Conservative	Conservative	Conservative
Times	Conservative	Labour	Conservative
Guardian	Labour	Labour	Labour
Independent	Against Conservative	Against Conservative	Against Conservative
Record	Labour	Labour	Labour

Question 2 (d) (continued)

SOURCE 3

Readership of National Newspapers: by social class

Daily Newspapers	Percentage reading each paper by social class: 2002				Size of Readership in Millions
	AB	C1	C2	DE	
Mirror	12	22	31	36	5.6
Sun	11	22	31	36	8.5
Mail	30	34	20	16	5.8
Express	29	35	20	17	5.6
Telegraph	57	29	8	8	2.3
Times	61	27	7	6	1.6
Guardian	57	31	7	5	1.2
Independent	59	30	7	5	0.6

Classification used in the table above:  
AB—Professional/senior and middle management  
C1—Junior management/non manual  
C2—Skilled manual  
DE—Semi-skilled/unskilled manual.

Using Sources 1, 2 and 3 opposite and above, what **conclusions** can be drawn about the role of newspapers in politics?

You should reach conclusions about at least **three** of the following:

- link between readership by social class and newspaper support of political parties
- social class and readership
- newspaper support of political party and size of readership
- differences between Quality and Popular newspapers.

You must use information from all the Sources. You should compare information within and between the Sources.

**(8 marks)**

**NOW GO TO SECTION B ON PAGE 11**

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## SECTION B – SOCIAL ISSUES IN THE UNITED KINGDOM

Answer **ONE** question only:

Question 3 Study Theme 2A – Equality in Society: Wealth and Health in the  
United Kingdom on pages 11–13

**OR** Question 4 Study Theme 2B – Crime and the Law in Society on pages 15–17

### *STUDY THEME 2A: EQUALITY IN SOCIETY: WEALTH AND HEALTH IN THE UNITED KINGDOM*

#### **Question 3**

(a)  Many factors can lead to poverty.

Describe, **in detail**, the factors that can lead to poverty.

**(6 marks)**

(b)  Private health care has advantages and disadvantages for both patients and the NHS.

Explain, **in detail**, the **advantages** and **disadvantages** of private health care.

**(8 marks)**

### Question 3 (continued)

(c) Study Sources 1, 2 and 3 below and opposite, then answer the question which follows.

You are an adviser to the government. The government wishes to encourage lone parents back into work by giving them training through the New Deal for Lone Parents (NDLP). You have been asked to decide whether or not to continue with the NDLP.

#### Option 1

Continue with the New Deal for Lone Parents (NDLP).

#### Option 2

Do not continue with the New Deal for Lone Parents (NDLP).

### SOURCE 1

#### Selected Facts and Viewpoints

The New Deal for Lone Parents (NDLP) was introduced by the UK Government in 1998 to encourage lone parents back into work by giving them training. There are 151 000 lone parents in Scotland, 93% of whom are women. The government set a target of 70% of lone parents in paid work by 2010.

- The majority of lone parents finding work with the NDLP are over 35 and with older children. Younger lone parents are less successful at finding work.
- 52% of lone parents in Scotland receive Income Support; they are either not in paid work or working less than 16 hours per week.
- The employment rate among lone parents in Scotland was 56% in 2002, an increase of 14% since the NDLP was introduced.
- The NDLP is voluntary and almost 70% of lone parents questioned in a survey felt that they would have found work anyway.
- 68% of lone parents have a high risk of unemployment compared to 10% of all adults. This is because they lack qualifications and skills.
- A quarter of lone parents on New Deal programmes would be no better off in work.
- Many lone parents have difficulty finding work, especially those with pre-school children.
- Around 10% of lone parents on New Deal programmes found the advice given ineffective.

### SOURCE 2

#### Immediate Destination after leaving New Deal for Lone Parents (1998–2002)

Destination	Number	Percentage
<b>Still on Income Support</b>	10 830	41%
<b>No longer claiming Income Support</b>		
• In employment	14 770	56%
• On other benefits	280	1%
• Not eligible for Income Support	550	2%

**Question 3 (c) (continued)**

**SOURCE 2 (continued)**

<b>Age of lone parents</b>		<b>Percentage of lone parent families, by age of youngest child (2000)</b>	
<b>Age group (years)</b>	<b>%</b>		
Under 25	10%	0–3 years	30%
25–34	55%	4–6 years	20%
35–44	28%	7–9 years	18%
		10–12 years	16%
		13–15 years	16%

**SOURCE 3**

**Viewpoints on NDLP**

The New Deal for Lone Parents (NDLP) does not always benefit lone parents as it may encourage them into work which is low paid. This can result in a loss of benefits making them worse off. Children of lone parents may lose free school meal entitlement as well as clothing grants. The cost of travel to work adds to their expenses. Income from work may not be enough to cover childcare costs. The most important factor in being able to take a job is the availability of good quality, flexible and affordable childcare. Lone parents with high mortgages find the loss of housing benefit prevents them from being better off in employment.

**View of Mary Miller**

The New Deal for Lone Parents (NDLP) has benefited many lone parent families. Many lone parents lack qualifications and recent work experience which tends to prevent them from getting well-paid jobs. NDLP is based on one-to-one advice and guidance. A range of options for lone parents on the NDLP also includes help with training, self-employment and childcare support for lone parents working less than 16 hours per week. Those who had experienced long periods on benefits felt out of touch with workplace skills and lacked job references. The New Deal has helped to overcome employer prejudice against taking on lone parents. Training in new skills has helped to improve the self-confidence of many lone parents.

**View of James Bashir**

You must decide if the government should **either** continue with the New Deal for Lone Parents **or** not continue with the New Deal for Lone Parents.

Using Sources 1, 2 and 3 above and opposite, **which option would you choose?**

Give reasons to **support** your choice.

**Explain** why you did not make the other choice.

Your answer must be based on all the Sources.

**(10 marks)**

**NOW GO TO SECTION C ON PAGE 18**

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*STUDY THEME 2B: CRIME AND THE LAW IN SOCIETY*

**Question 4**

(a)  Scotland has its own system of Courts.

Describe, **in detail**, the Scottish system of Courts.

**(6 marks)**

(b)  The legal age for buying alcohol is 18 years.

Explain, **in detail**, the **arguments for** and **against** increasing the legal age for buying alcohol.

**(8 marks)**

**Question 4 (continued)**

(c) Study Sources 1, 2 and 3 below and opposite, then answer the question which follows.

You are an adviser to the Scottish Executive. You have been asked to recommend whether or not the police should be given extra powers to disperse groups of young people from public places.

**Option 1**

Give the police extra powers to disperse groups of young people from public places.

**Option 2**

Do not give the police extra powers to disperse groups of young people from public places.

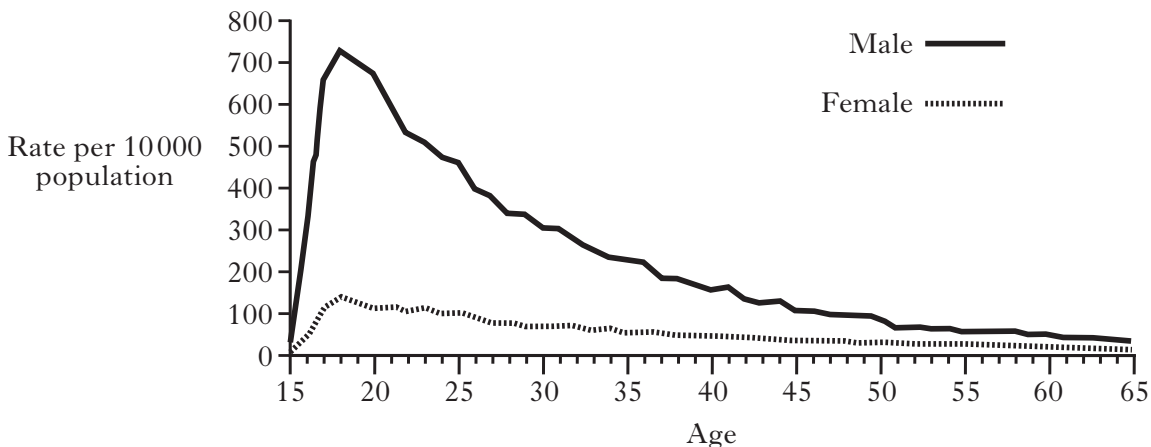
**SOURCE 1**

**Selected Facts and Viewpoints**

- In a System 3 poll almost 90% of the public agreed that the Scottish Executive, in tackling anti-social behaviour, should focus on young people.
- The number of police officers on the beat would have to increase if police were to be given more powers to move on groups of young people.
- Some people say anti-social behaviour by young people is a symptom of poverty.
- Young people would like to see more provision of “chill out” and “hang out” areas they can use.
- Police figures show that around half of public disorder incidents relate to “nuisance youths”.
- One Scot in four does not feel safe walking in their neighbourhood alone at night.
- The largest increase in reported crimes was for those regarded as “less serious”.
- 44% of young people interviewed believe they could make a difference to their local communities but are unlikely to be listened to.
- In a survey on anti-social behaviour caused by young people, 61% of those surveyed felt it was a big or fairly big problem; 12% thought it was not a problem at all.

**SOURCE 2**

**Crime Rates in Scotland by Age of Population (1999)**



**“Best places to be” Survey 2003**

Young people were asked “Where are the best places to be during the holidays?”	
Friend’s home	51%
Hanging out in street away from adults	38%
Home	38%
Sports centre	20%
Youth club	10%

**Question 4 (c) (continued)**

**SOURCE 2 (continued)**  
**Survey of Types of Offence involving Young People**

<b>Offence</b>	<b>Percentage of those asked</b>
Been involved in a fight with someone outside your family	19%
Travelled on a bus or train without paying or with an incorrect fare	15%
Deliberately damaged property	8%
Bought or accepted things you thought were stolen	5%
Taken something from a shop without paying	5%
Stolen money or something else from home	4%
Carried a knife or weapon with you	3%
Deliberately set fire to someone's property	1%
Stolen a car or ridden in a stolen car	1%

**SOURCE 3**

**Viewpoints on increasing Police Powers**

Police must be given more powers to move on groups of young people, especially from places where graffiti is a problem, where under-age drinking is taking place and from outside off-licences. Scotland's streets are unsafe. The criminal justice system needs to change. Local communities are worried about crowds of noisy, violent youths intimidating people. This type of anti-social behaviour must be dealt with so that decent law-abiding citizens can enjoy a full life in their communities and feel that they can walk the streets at night without being harassed.

**Police spokesperson**

Police powers to disperse young people are unnecessary. This would alienate young people and cause further problems in communities. It could ruin the good work which has already begun to build positive relationships between young people and the police. To introduce such powers would be a breach of human rights. There are other ways of dealing with anti-social behaviour. Young people should not be branded as criminals. Young people of all generations have got up to mischief; it is part of growing up. Politicians should not over-react. Tabloid headlines exaggerate the problems in local communities.

**Social Worker**

You must decide whether to advise the Scottish Executive to give the police extra powers to disperse groups of young people **or** not to give the police extra powers to disperse groups of young people.

Using Sources 1, 2 and 3 above and opposite, **which option would you choose?**

Give reasons to **support** your choice.

**Explain** why you did not make the other choice.

Your answer must be based on all the Sources.

**(10 marks)**

**NOW GO TO SECTION C ON PAGE 18**

## SECTION C – INTERNATIONAL ISSUES

Answer **ONE** question only:

- Question 5 Study Theme 3A – The Republic of South Africa on pages 18–19  
**OR** Question 6 Study Theme 3B – The People’s Republic of China on pages 20–21  
**OR** Question 7 Study Theme 3C – The United States of America on pages 22–23  
**OR** Question 8 Study Theme 3D – The European Union on pages 25–27  
**OR** Question 9 Study Theme 3E – Development in Brazil on pages 28–29

### *STUDY THEME 3A: THE REPUBLIC OF SOUTH AFRICA*

#### Question 5

- (a) The South African Government continues to face political opposition.

Describe, **in detail**, the political opposition faced by the South African Government.  
**(6 marks)**

- (b) Crime continues to be a serious problem in South Africa.

Explain, **in detail**, why crime continues to be a major problem in South Africa.  
**(6 marks)**

- (c) Study Sources 1, 2 and 3 below and opposite, then answer the question which follows.

#### **SOURCE 1**

##### **Great Strides in Basic Services**

South Africa has made great strides in providing basic services such as housing, electricity and water to the people of South Africa, according to a recent report. More than 5 million poor South Africans were provided with housing over a 6 year period with over 1.1 million houses being built. Between 1994 and 2000, 1.5 million new electric connections were installed and an extra 4 million people have access to clean running water.

Critics have pointed out, however, that there remains a backlog of over 7 million people who still need proper shelter. Also black South Africans have less access to piped water than other racial groups. Many people have to use more primitive energy sources for heating and lighting.

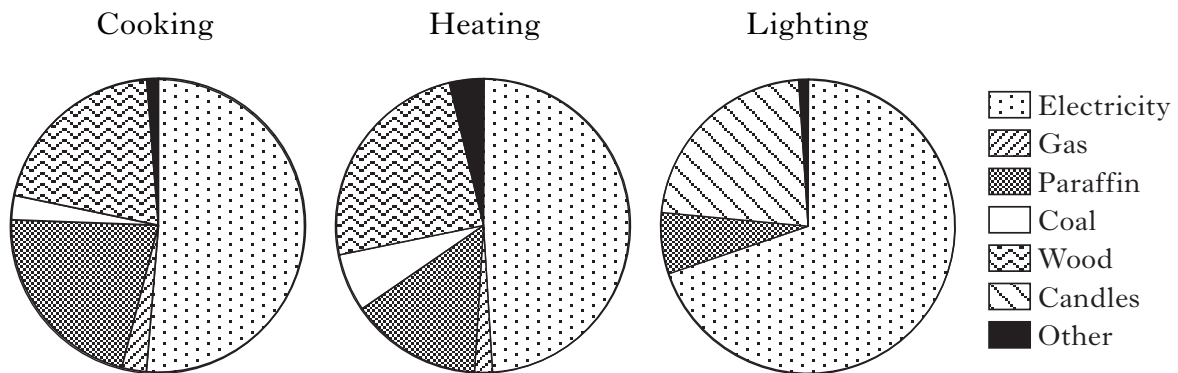
Responding to critics, the Minister for Housing said that households in 16 rural development areas will begin receiving 50 kilowatt hours of free electricity. This would give them access to energy for using household goods such as radios, TVs, refrigerators and telephones to which increasing numbers of households have access.

About 23 million people now receive a basic 6 kilolitres of free water per household. In some areas this has not happened especially in rural communities where people do not have access to a water connection. The Government spent Rand 1.1 billion in 2001 to bring water to nearly 1.5 million people.

**Question 5 (c) (continued)**

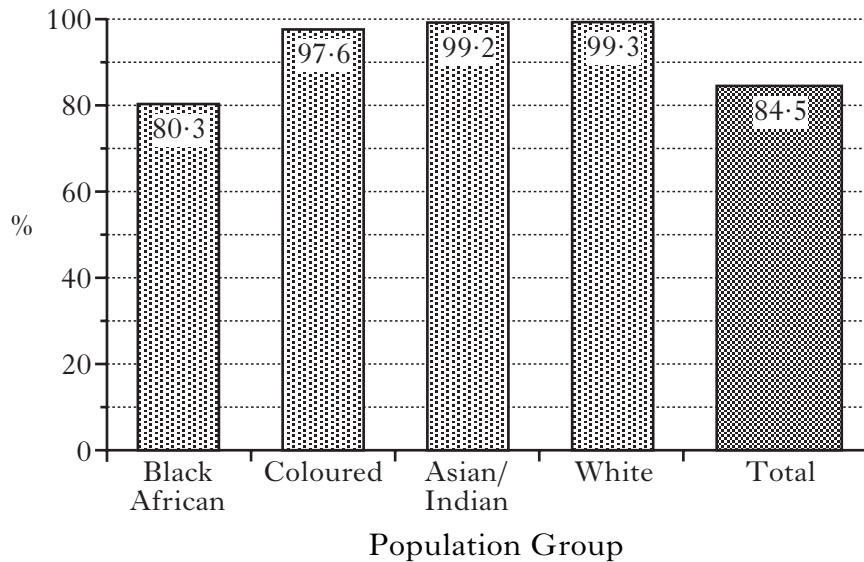
**SOURCE 2**

**Main energy sources used for cooking, heating and lighting in South Africa**



**SOURCE 3**

**Percentage of households with access to piped water by population group**



The South African Government has been successful in providing basic services to all South African households.

View of Government Official

Using Sources 1, 2 and 3, explain why the Government Official is being **selective in the use of facts**.

Your answer must be based entirely on the Sources above and opposite.

**(8 marks)**

**NOW CHECK THAT YOU HAVE ANSWERED ONE QUESTION FROM EACH OF SECTIONS A, B AND C**

*STUDY THEME 3B: THE PEOPLE'S REPUBLIC OF CHINA*

**Question 6**

(a) People in different parts of China have different lifestyles.

Describe, **in detail**, the differences in lifestyles between people in different parts of China.

**(6 marks)**

(b) The Chinese Government has been criticised for its human rights record in Tibet.

Explain, **in detail**, the reasons why the Chinese Government has been criticised for its human rights record in Tibet.

**(6 marks)**

(c) Study Sources 1, 2 and 3 below and opposite, then answer the question which follows.

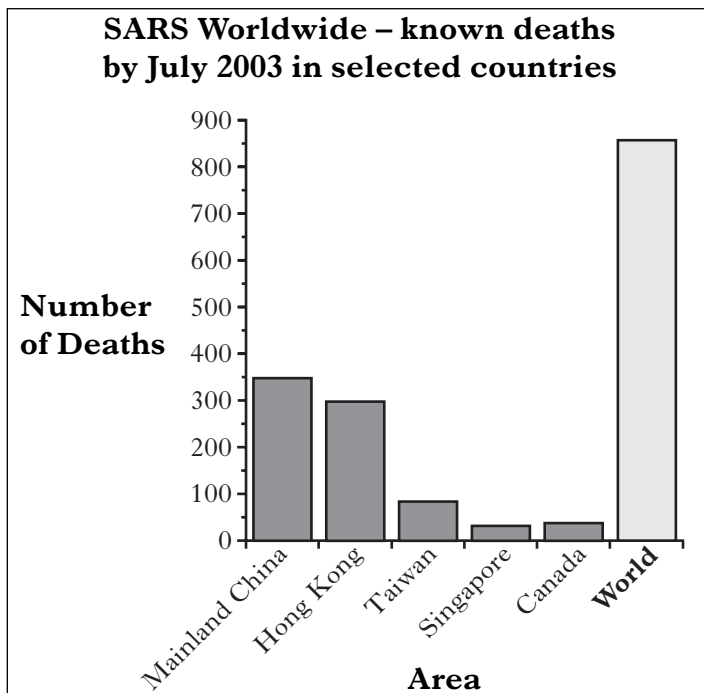
**SOURCE 1**

**Timeline for the Severe Acute Respiratory Syndrome (SARS) outbreak in China**

16 November 2002	The first known case of SARS was reported. The outbreak started in Guangdong.
11 February 2003	Chinese Ministry of Health reports 300 cases of an “acute respiratory syndrome”; with 5 deaths in Guangdong.
11 March 2003	Hong Kong officials report an outbreak of “acute respiratory syndrome” among hospital workers.
15 March 2003	World Health Organisation (WHO) confirms that Severe Acute Respiratory Syndrome is a worldwide health threat. TV Channels in Beijing are still forbidden to mention the SARS outbreak.
2 April 2003	WHO recommends people should not travel to Hong Kong and Guangdong unless it is really necessary.
5 April 2003	The Chinese Government finally apologises for failing to take action against the SARS virus. “There had not been enough co-operation with the media to control the disease.”
26 April 2003	All schools in Beijing closed because of SARS.
28 April 2003	All cinemas, theatres, karaoke bars and internet cafes in Beijing closed because of SARS.

Question 6 (c) (continued)

SOURCE 2



**Weekly new SARS cases in China – 2003**

21 April – 28 April	1200
28 April – 5 May	1500
5 May – 12 May	850
12 May – 19 May	400
19 May – 26 May	320
26 May – 2 June	180
2 June – 9 June	40
9 June – 16 June	40
16 June – 23 June	Nil

SOURCE 3

**How the Chinese Government and other governments dealt with the SARS outbreak**

At the start of April, the World Health Organisation suggested that travellers should avoid Guangdong and Hong Kong and by the end of April they added Beijing to the list. This forced the Chinese Government into action. As a first step, the health minister and the mayor of Beijing were sacked.

As the May Day holiday approached, the Chinese Government organised isolation measures. They ordered anyone who had been in contact with a SARS patient not to leave their own home. Bus and train companies were told to ban any passenger with a cough or a fever. Some hospitals were taken over by the army and shut off from any contact with the outside world. In many areas, free medical treatment was provided to SARS victims. Provinces near seriously affected areas set up roadblocks to stop any infected people getting through.

The World Health Organisation praised Singapore for its speed in reporting SARS cases. To stop anyone with SARS getting into Singapore, technology was used at airports to identify anyone with a high temperature. Early in the outbreak, the Singapore Government gave digital thermometers to school pupils, so they could take their temperature every day and get treatment quickly if necessary. Anyone suspected of having SARS was sent to an isolation hospital. Vietnam was also praised for its open reporting of SARS cases and for its swift action in isolating SARS patients and sealing off affected hospitals.

The Chinese Government was successful in controlling the outbreak of SARS.

A Chinese Communist Party spokesperson

Using Sources 1, 2 and 3, explain why the Chinese Communist Party spokesperson is being **selective in the use of facts**.

Your answer must be based entirely on the Sources above and opposite.

**(8 marks)**

**NOW CHECK THAT YOU HAVE ANSWERED ONE QUESTION FROM EACH OF SECTIONS A, B AND C**

*STUDY THEME 3C: THE UNITED STATES OF AMERICA*

**Question 7**

- (a) Different ethnic groups are concentrated in particular areas of the USA.

Describe, **in detail**, the distribution pattern of ethnic groups in the USA.

**(6 marks)**

- (b) Ethnic groups face many social and economic inequalities in the USA.

Explain, **in detail**, why ethnic groups face social and economic inequalities.

**(6 marks)**

- (c) Study Sources 1, 2 and 3 below and opposite, then answer the question which follows.

**SOURCE 1**

**Electing the President of the USA**

The system of election for the President of the USA requires a candidate to win the most votes in the Electoral College. The candidate who wins the most votes in a State (the popular vote) gets all the Electoral College votes from that state. California, the state with the most people, has 54 Electoral College votes while small states such as Montana have only three Electoral College votes. This explains why Al Gore did not win the 2000 Presidential Election despite receiving 500 000 more votes than George W Bush. Although George W Bush lost the popular vote, he won a narrow majority of the Electoral College votes and so became the President.

In the 2004 election, President Bush was re-elected with a clear victory in both the popular vote and the Electoral College. The level of turnout of 59.5% (compared to 51% in 2000) was the highest since the 1960s. Bush had increased his votes from 50 million to almost 60 million, showing his popularity with the American people.

Critics have pointed out that there is still a clear race divide and that Bush has failed to win over the Afro-American and Hispanic voters. In spite of George W Bush's victory there are no black Republican members of Congress. In contrast, there are 37 black Democrat representatives in Congress. It is correct that Bush has made progress in winning greater Hispanic support. There are four Hispanic Republicans in Congress compared to 18 Hispanic Democrats. Wealthy Hispanics, especially the Cubans, tend to identify with the Republican Party.

Question 7 (c) (continued)

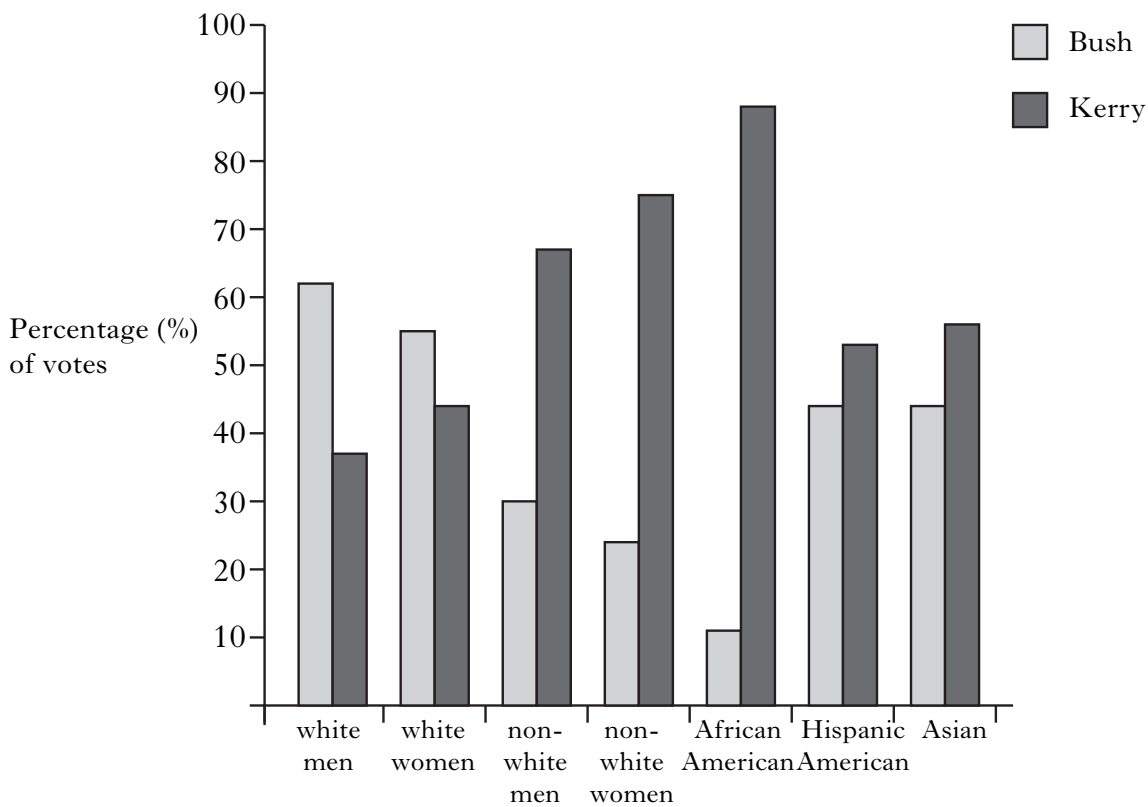
SOURCE 2

USA Presidential Results, 2000 and 2004

Candidate	Party	Electoral College Votes	Popular Vote	Percentage (%) of Vote
<b>2000 Presidential Election Result</b>				
George W Bush	Republican	271	50 455 000	47.9%
Al Gore	Democrat	269	50 922 000	48.4%
<b>2004 Presidential Election Result</b>				
George W Bush	Republican	286	59 841 500	51.0%
John Kerry	Democrat	252	56 383 000	48.0%

SOURCE 3

2004 Presidential Election—Vote by Gender and Race



President Bush continued his outstanding success of 2000 by winning the 2004 election with the clear support of all ethnic groups in the USA.

View of Bush supporter

Using Sources 1, 2 and 3, explain why the Bush supporter is being **selective in the use of facts**.

Your answer must be based entirely on the Sources above and opposite.

**(8 marks)**

**NOW CHECK THAT YOU HAVE ANSWERED ONE QUESTION FROM EACH OF SECTIONS A, B AND C**

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*STUDY THEME 3D: THE EUROPEAN UNION*

**Question 8**

- (a) 

There are differences between the education system in Scotland and other European countries.
--

Choose **one** other European country, not in the UK.

Describe, **in detail**, differences between the education system in Scotland and another European country which you have studied.

**(6 marks)**

- (b) 

NATO still has an important role in Europe.
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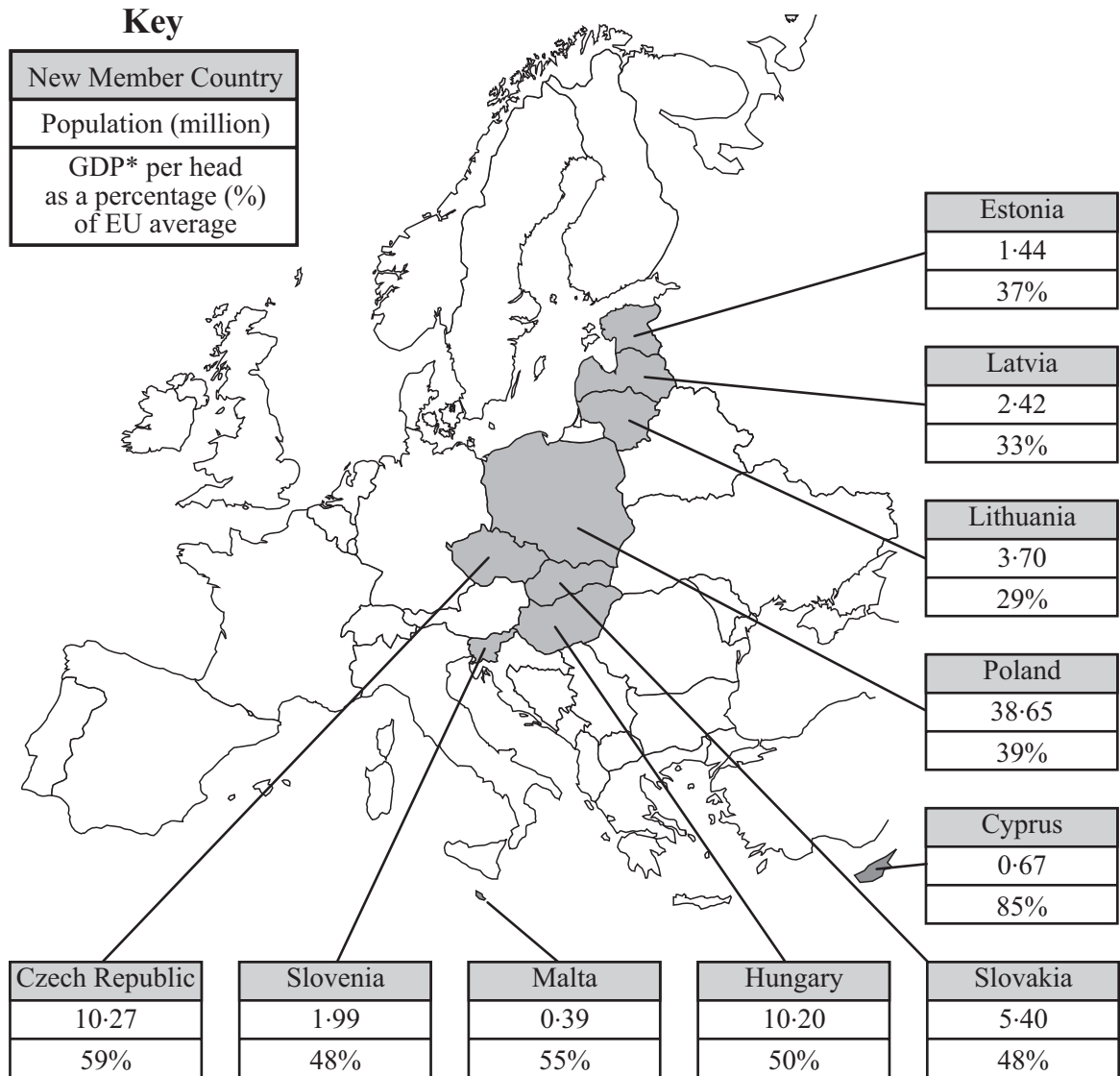
Explain, **in detail**, the reasons why NATO still has an important role in Europe.

**(6 marks)**

**Question 8 (continued)**

(c) Study Sources 1, 2 and 3 below and opposite, then answer the question which follows.

**SOURCE 1**  
**New members joining the European Union in 2004**



**Population of new members: 75.13 million**

**Population of existing EU members: 376.46 million**

\*GDP (Gross Domestic Product) — The value of goods and services produced in a country in a year

**Question 8 (c) (continued)**

**SOURCE 2**

**European Union (EU) money for the new members 2004 – 2006**

The cost to the EU between 2004 and 2006 of the new members will be high and will increase over these years. But there will be a limit set on the amount of money the new members will get from the EU, so that the 15 existing members will not be faced with a huge bill in meeting the needs of these members. Most of the new members have a low level of GDP per head compared to the existing members. The existing 15 members will benefit from investment opportunities in the new member countries. There will also be an increased number of customers for goods produced by EU members. The EU already has a trade surplus with the new members because new members spend more buying goods from the EU than existing members spend buying goods from them.

**Additional costs to the EU of the new members 2004 – 2006 (€ billions)**

<b>Category</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Common Agricultural Policy	1·9	3·7	4·1
Regional aid	6·1	6·9	8·8
Structural funds	3·5	4·8	6·0
Others	5·8	5·4	5·7
<b>Total</b>	<b>17·3</b>	<b>20·8</b>	<b>24·6</b>

**SOURCE 3**

**Poland's membership of the EU**

The membership of Poland will strengthen the EU. It has nearly 40 million people. It accounts for half of the total population of the new members. It will be one of the bigger members, like the UK, France, Germany and Italy. The people of Poland are very keen to join. In a referendum in June 2003 where the turnout was 59%, 77% of those who voted said they wanted to join the European Union.

**The effects on the EU of new members**

Businesses in some European Union countries could face competition from the new members. Wage costs are lower in most of the new countries than in the rest of the EU, so their prices may be cheaper. If businesses in the original member states do not adapt, they may find it difficult to sell their goods. If the result is job losses and rising unemployment, politicians may live to regret their decision to enlarge the EU. Migration is also an issue which could have a serious impact. Media reports claim there will be a large movement of workers into the existing member states.

The EU will benefit from the increase in the number of members in 2004.

Member of the European Parliament (MEP)

Using Sources 1, 2 and 3, explain why the MEP is being **selective in the use of facts**.

Your answer must be based entirely on the Sources above and opposite.

**(8 marks)**

**NOW CHECK THAT YOU HAVE ANSWERED ONE QUESTION FROM EACH OF SECTIONS A, B AND C.**

*STUDY THEME 3E: DEVELOPMENT IN BRAZIL*

**Question 9**

(a) People in different parts of Brazil have different lifestyles.

Describe, **in detail**, the differences in the lifestyles between people in different parts of Brazil.

**(6 marks)**

(b) Human rights issues continue to be a major concern for the government of Brazil.

Explain, **in detail**, the reasons why human rights issues continue to be a major concern for the government of Brazil.

**(6 marks)**

(c) Study Sources 1, 2 and 3 below and opposite, then answer the question which follows.

**SOURCE 1**

**Comparative Economic Indicators, 2002  
(Selected South and Central American Countries)**

	<b>Brazil</b>	<b>Argentina</b>	<b>Mexico</b>
<b>GDP*</b>	\$1340 billion	\$391 billion	\$900 billion
<b>GDP (per person)</b>	\$7600	\$10 200	\$9000
<b>Population below poverty line</b>	22%	37%	40%
<b>Inflation rate</b>	8.3%	41%	6.4%
<b>Unemployment rate</b>	6.4%	21.5%	4%
<b>Government income</b>	\$100.6 billion	\$44 billion	\$136 billion
<b>Government spending</b>	\$91.6 billion	\$48 billion	\$140 billion
<b>Exports</b>	\$59.4 billion	\$25.3 billion	\$158.4 billion
<b>Imports</b>	\$46.2 billion	\$9 billion	\$168.4 billion
<b>National debt</b>	\$222.4 billion	\$155 billion	\$150 billion

\*GDP (Gross Domestic Product) – The value of goods and services produced in a country in a year

**Question 9 (c) (continued)**

**SOURCE 2**  
**Brazil's Trade with the USA (\$ billion)**

<b>Year</b>	<b>Exports to USA</b>	<b>Imports from USA</b>	<b>Difference between imports and exports</b>
1999	13.2	11.3	+ 1.9
2000	15.3	13.9	+ 1.4
2001	15.9	14.5	+ 1.4
2002	12.4	15.8	- 3.4

**SOURCE 3**

**Brazil – Economic Progress**

The new President of Brazil, Luiz Inacio Lula de Silva, known as Lula, became President in January 2003. He pledged to increase economic growth and to combat hunger and unemployment.

Some experts are not so sure he can deliver on his promises. One said, “In order to eliminate poverty we have to create wealth, and yet all the economic indicators show that Brazil’s performance is poorer than other South and Central American countries.” In 2003 there was a decline of Brazilian car sales which have dropped 22% in a year.

Davi Henrique, a Brazilian economist, is more optimistic about the future. He said “Give the man a chance. We know that Lula alone cannot do miracles but the signs are that Brazil is on the way to economic recovery.” In August 2003, Brazil’s overall trade surplus rose to \$2.7 billion, which is 70% higher than in August 2002. Exports also rose in August 2003 to \$6.4 billion, up from \$5.7 billion in the same month of 2002.

Brazil still has serious issues to address. In São Paulo, the country’s industrial heartland, unemployment is at a record high at 20% and 60% of people still live in poverty. Protesters recently criticised Brazil’s Congress because of a new law that has raised the retirement age, cut public spending and allowed pensions to be taxed. Many protesters accused the President of breaking his election promises to the people. A spokesperson for the Government said the reforms were necessary to try to reduce Brazil’s massive debt problem.

The Brazilian economy is strong and continues to improve.

View of a Brazilian Government Official

Using Sources 1, 2 and 3, explain why the Brazilian Government Official is being **selective in the use of facts**.

Your answer must be based entirely on the Sources above and opposite.

**(8 marks)**

**NOW CHECK THAT YOU HAVE ANSWERED ONE QUESTION FROM EACH OF SECTIONS A, B AND C**

*[END OF SPECIMEN QUESTION PAPER]*

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**ModStds/SQP299**

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Modern Studies  
Intermediate 2  
Specimen Marking Instructions  
for use in and after 2007

NATIONAL  
QUALIFICATIONS

## **Modern Studies**

### **Intermediate 2**

#### **Marking Instructions**

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

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

**Total Marks Available - 70**

## Section A – Political Issues in the United Kingdom

### Question 1

#### (Study Theme 1A: Government and Decision Making in Scotland)

(a)

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

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

Any answer which merely gives a list of devolved areas should receive a maximum of 2 marks.

Credit reference to aspects of the following:

- passing of laws in devolved areas
- discussion of issues of concern to Scottish electorate
- representation of Scottish people
- scrutiny of Executive
- ability to alter basic rate of income tax by up to 3p in the £.

Any other valid point.

**4 MARKS AVAILABLE, LO1**

(b)

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

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

Any answer, which merely describes specific campaign methods, should not receive more than half the available marks.

Credit reference to aspects of the following:

- direct action in order to create disruption and gain media attention
- lobbying of government ministers, civil servants to gain direct access to those in power
- mass protests, petitions in order to show extent of public support
- method chosen will depend on target of action
- legal/illegal
- insider/outsider.

Any other valid point.

**6 MARKS AVAILABLE, LO1**

(c)

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

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

Credit highly candidates who link sources in arguments.

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

Credit reference to aspects of the following:

### **Support**

- Labour still the largest political party; Conservatives and Liberal Democrats unchanged. (Source 1)
- Labour had the same number of female MSPs elected (28); Lib Dems still had two female MSPs. (Source 3)
- Labour/Lib Dem coalition again; still no MSPs from ethnic minority communities. (Source 2).

Any other valid point.

### **Oppose**

- decline of 6 in Labour MSPs; SNP declined; increase in Independents, SSP and Greens. (Source 1)
- increase of 3 female MSPs; decline in number of SNP female MSPs; increase in Independents, SSP and Greens. (Source 3)
- smaller majority for coalition; more parties represented; Conservatives won 3 constituency seats; turnout fell from 58% to 49%. (Source 2).

Any other valid point.

**8 MARKS AVAILABLE, LO2**

(d)

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

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

Credit highly conclusions, which show interaction between the sources.

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

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

Credit reference to aspects of the following:

### **Differences between voters and non-voters**

- voters more likely to read leaflet, watch PEB use the internet, etc (Source 1)
- non-voters more likely to take part in no political activity during election campaign (Source 1)
- young more likely to be non-voters (Source 3).

### **Interest in politics**

- move away from conventional political activity, eg voting and joining mainstream parties; turnout down (Source 3)
- growth of single issue politics, direct action, pressure group politics (Source 3)
- interest of young in protests, direct action and pressure groups (Source 3)
- voters more interested than non-voters (Source 1) .

### **Use of the media**

- between 2001 and 2003 decline in use of all forms of media (Source 2)
- biggest fall in use of television (Source 2)
- newspapers more important in 2003 than television (Source 2)
- turnout may increase by use of new forms of media (Source 3).

### **Young people and politics**

- young more active in single issue campaigns (Source 3)
- lower turnout (Source 3)
- leaders do not appeal to young (Source 3)
- alternative voting methods may appeal to young. (Source 3).

Any other valid point.

**8 MARKS AVAILABLE, LO2**

## Question 2

### (Study Theme 1B: Government and Decision Making in Central Government)

(a)

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

Award up to **three** marks for a description, depending upon quality, level of detail, relevance, accuracy and exemplification.

- passing laws
- scrutiny of executive, eg select committees
- debates, use of question time
- representing the British public

Any other valid point.

**4 MARKS AVAILABLE, LO1**

(b)

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

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

Credit reference to aspects of the following:

- result a foregone conclusion – Labour has had such high majority that voting will make no difference
- abstention can be a warning that the Government must do better
- no ideological differences between the parties – so who cares who wins
- electoral system with so many safe seats discourages turnout
- disaffection with politics and politicians
- explanation of lower turnout for young voters and ethnic minorities.

Any other valid point.

**6 MARKS AVAILABLE, LO1**

(c)

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

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

Credit highly candidates who link sources in arguments.

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

Credit reference to aspects of the following:

### **Support**

- Labour still the largest political party with Conservatives still second and Lib Dems still third (Source 1)
- Labour still has by far the greatest number of female MPs, followed by Conservatives then Lib Dems. In terms of Scottish MPs again Labour still has most female MPs (Source 2)
- a repeat of the 2001 General Election in terms of results, Labour dominant in UK and in Scotland (Source 2)
- turnout increased slightly (Source 2)—almost 60% voted in 2001 compared to 61.5% in 2005 (Source 1)
- number of females elected still disappointing (Source 3).

Any other valid point.

### **Oppose**

- decline of 47 in Labour MPs and a significant increase in Conservative and Lib Dem MPs (Source 1)
- increase of female MPs from 118 to 128. All three major parties increased their number of female MPs (Source 2)
- modest increase in number of female MPs in UK, decline of number of Scottish constituencies from 72 to 59 (Sources 1/3).

Any other valid point.

**8 MARKS AVAILABLE, LO2**

(d)

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

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

Credit highly conclusions, which show the interaction between the sources.

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

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

Credit reference to aspects of the following:

### **Link between readership by social class and newspaper support of political parties**

- Mirror and Sun both consistently support Labour and have highest share of C2 and DE readers (Sources 2 and 3)
- Telegraph and Mail both pro Conservative but Telegraph has higher AB/C1 readership (Sources 2 and 3)
- Independent and Telegraph have similar social class readerships but opposite in their support of Conservatives (Sources 2 and 3)
- No obvious link between social class readership and voting recommendations of newspapers (Sources 2 and 3).

### **Social class and readership**

- Quality newspapers read more by professionals and managers, popular read more by skilled and unskilled (Sources 1 and 3)
- Significant contrast between Times, Independent, Guardian and Telegraph (high AB and low DE readership). Mail and Express have a more balanced readership (Source 3).

### **Newspaper support of political parties and size of readership**

- Until 1997 more newspapers supported the Conservatives. In 1997 elections 11 of the 19 newspapers supported Labour (Source 1)
- Mirror, Sun and Guardian have always supported Labour. Mail and Telegraph only newspaper that has always supported Conservatives. Express and Times switched back to Conservative Party. Independent only newspaper not to support either Labour or Conservative (Source 3).

### **Differences between Quality and Popular newspapers**

- Popular press has a higher circulation than Quality newspapers. Daily Record has highest circulation in Scotland. Popular newspapers more partisan in their coverage; Quality newspapers have more informed comment (Source 1)
- All three highest read newspapers are Popular; Sun has highest circulation in UK with 8.1 million. In contrast, highest selling Quality newspaper is the Telegraph with 1.6 million readers (Source 3).

Any other valid point.

**8 MARKS AVAILABLE, LO2**

## Section B – Social Issues in the United Kingdom

### Question 3

#### (Study Theme 2A: Equality in Society: Wealth and Health in the United Kingdom)

(a)

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

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

For full marks at least two descriptions are necessary.

Credit reference to aspects of the following:

- low wages
- unemployment
- disability
- lone parent families
- imprisonment of family member
- low level of benefits
- homelessness.

Any other valid point.

**6 MARKS AVAILABLE, LO1**

(b)

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

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

For full marks at least 3 explanations must be given, one of which is an advantage and one of which is a disadvantage.

Credit reference to aspects of the following:

**Advantages of private health care**

- more choice /quality of care/private room, TV, etc
- avoid waiting lists – get health care on time – benefits of early treatment
- reduces NHS waiting lists
- cuts public spending on NHS saving taxpayers money.

Any other valid point.

**Disadvantages of private health care**

- poaches nurses and doctors away from NHS after the expense of training
- danger of NHS becoming “second rate” service
- creates inequalities between those who can and cannot afford to either pay directly or take out private medical insurance.

Any other valid point.

**8 MARKS AVAILABLE, LO1**

(c)

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

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

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

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

Credit reference to aspects of the following:

### **Option 1 – Continue with the New Deal for Lone Parents.**

#### **Source 1**

- 52% of lone parents in Scotland are in receipt of Income Support and thus either not in paid work or working less than 16 hrs
- 68% of lone parents exhibit a high risk of unemployment compared to 10% of all adults because they lack qualifications and skills
- many lone parents find it difficult to get into work, especially those with pre-school children
- the employment rate among lone parents in Scotland was 56% in 2002, an increase of 14% since the NDLP was set up.

#### **Source 2**

- over half (56%) are in employment – an increase of 14% since 1997 (Source 1)
- most lone parents are young and may not have the qualifications and experience to find work without the New Deal (link with Source 3).

#### **Source 3**

- NDPL has helped many lone parents gain qualifications by giving them training and advice
- helped lone parents to acquire skills and references and to learn how to search for jobs
- helped overcome employers' prejudice
- improved self-confidence.

Link above to Source 1 – key factor which prevents lone parents finding work is lack of qualifications and skills.

Any other valid point.

## **Option 2 – Do not continue with the New Deal for Lone Parents.**

### **Source 1**

- the majority of lone parents finding work with the NDLP are over 35 and with older children, younger lone parents are less successful
- the NDLP is voluntary and almost 70% of lone parents questioned in a survey felt that they would have found work anyway
- a quarter of lone parents on New Deal programmes would be no better off in work
- around 10% of lone parents on New Deal programmes found advice given ineffective.

### **Source 2**

- 41% are still on income support
- most lone parents have children of 3 years and under and not at school therefore will need full-time child care – link to Source 1 – child care problem.

### **Source 3**

- may encourage lone parents into low-paid work
- loss of benefits/free school meals entitlement/housing benefit
- cost of travel to work.

Any other valid point.

**10 MARKS AVAILABLE, LO2**

**Question 4**  
**(Study Theme 2B: Crime and the Law in Society)**

(a)

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

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

For full marks at least two descriptions are necessary.

Credit reference to aspects of the following:

- District courts
- Sheriff courts
- High Courts of the Justiciary
- Children's hearing system/panels
- Civil court – Court of Session
- Other courts and tribunals.

Any other valid point.

**6 MARKS AVAILABLE, LO1**

(b)

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

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

For full marks at least 3 explanations must be given, including one advantage and one disadvantage.

Credit reference to aspects of the following:

### **Advantages**

- reduce anti-social behaviour of drunk youths by limiting access to alcohol
- reduce alcoholism in young people by delaying age at which people may buy
- reduce crimes caused by influence of alcohol
- reduce likelihood of very young teenagers “passing” as legal age.

Any other valid point.

### **Disadvantages**

- increase illegal drinking on street corners/in parks since cannot buy legally
- increase numbers drinking illegally
- shows lack of trust in young adults who are old enough to marry
- many young people drink socially and do not over imbibe.

Any other valid point.

**8 MARKS AVAILABLE, LO1**

(c)

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

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

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

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

Credit reference to aspects of the following:

**Option 1 – Give the police extra powers to disperse groups of young people from public places.**

#### **Source 1**

- in a System 3 poll 90% agreed that the Scottish Executive should focus on young people in tackling anti-social behaviour
- police figures show that around half of public disorder incidents relate to “nuisance youths”
- one Scot in four does not feel safe to walk in their neighbourhood alone at night
- in a survey on anti-social behaviour caused by young people, 61% felt it was a very big or fairly big problem; only 12% thought it was not a problem at all.

#### **Source 2**

- crime rates far higher for late teens and twenties (give figures)
- highest proportion involved in fighting
- serious offences being committed, eg carrying a knife, setting fire.

#### **Source 3**

- graffiti is huge problem in certain areas – link to Source 2
- noisy, violent youths intimidating people
- people need to be able to feel safe to go out – link to Source 1.

Any other valid point.

**Option 2 – Do not give the police extra powers to disperse groups of young people from public places.**

**Source 1**

- the number of police officers on the beat would have to increase if police were to be given more powers to move groups of young people on
- some people say anti-social behaviour by young people is a symptom of rising poverty
- young people would like to see more provision of “chill out” and “hang out” areas they can use
- 44% of young people interviewed believe they could make a difference.

**Source 2**

- many young people commit petty crime and do not go on to a life of crime
- after being at a friend’s home hanging out on the streets away from adults is best place to be (give figures) – link to Source 1
- most offences fairly minor eg travelling on a bus or train without fare.

**Source 3**

- alienate young people and cause further problems
- ruin work building relationships – link to Source 1
- breach of human rights
- young people should not be branded criminals – link to lower crime rate in older population (Source 2).

Any other valid point.

**10 MARKS AVAILABLE, LO2**

## Section C – International Issues

### Question 5

#### (Study Theme 3A: The Republic of South Africa)

(a)

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

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

For full marks two descriptions must be given.

Credit reference to aspects of the following:

- opposition inside the ANC – ie Africanist minority v Rainbow majority
- growth of the Democratic Alliance
- continued demands for autonomy ie Afrikaners, Zulus
- opposition from COSATU
- other parties.

Any other valid point.

**6 MARKS AVAILABLE, LO1**

(b)

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

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

For full marks two explanations must be given.

Credit reference to aspects of the following:

- high levels of serious crimes ie murder, rape, serious assault
- high incidences of car jacking, housebreaking
- effects on economy – tourism, inward investment
- ineffectiveness of police and criminal justice system
- encourage emigration
- cost of police, prison, etc.

Any other valid point.

**6 MARKS AVAILABLE, LO1**

(c)

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

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

Candidates who use only one source in their answer should be awarded a maximum of 3 marks. Candidates who use only two sources should be awarded a maximum of 6 marks.

For full marks candidates must evaluate the extent to which the statement is selective in the use of facts otherwise a maximum of 6 marks should be awarded.

Credit reference to aspects of the following:

“The South African Government has been successful in providing basic services to all South African households”.

Selective because indicators show that the South Africa Government has not been successful.

**Source 1:**

- there remains a backlog of over 7 million people who still need proper shelter
- Black South Africans have less access to piped water than other racial groups
- in rural communities especially, people do not have access to a water connection
- many people have to use more primitive energy sources for heating and lighting.

**Source 2:**

- 46% of households have to rely on more primitive energy sources for cooking, ie wood – 20%, paraffin – 21% and coal – nearly 3%
- nearly 50% of households have to rely on more primitive energy sources for heating such as wood – 25%, paraffin 15%, and coal 3%
- 23% of households use candles as their energy source for lighting.

**Source 3:**

- Black South Africans have less access to piped water supply than other racial groups ie 80% of Black households have access compared to 99% of Whites.

Any other valid point.

Not selective because indicators show that the South African Government has been successful.

**Source 1:**

- between 1994 and 2000, 1·5 million new electric connections were installed and an extra 4 million people have access to clean running water
- the Minister for Housing said that households in 16 rural development areas will begin receiving 50 kilowatt hours of free electricity . . . give them access to energy for using household goods . . .
- about 23 million people now receive a basic 6 kilolitres of free water per household. The government spent Rand 1·1 billion in 2001 to bring water to nearly 1·5 million people.

**Source 2:**

- over 50% of households use electricity for cooking, nearly 70% for lighting.

**Source 3:**

- 99·3% of White households have access to piped water, 99·2% of Asian/Indian households and 97·6% of Coloured households.

Any other valid point.

**8 MARKS AVAILABLE, LO2**

**Question 6**  
**(Study Theme 3B: The People's Republic of China)**

(a)

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

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

For full marks two descriptions must be given.

Credit reference to the following differences in lifestyles:

**Urban/Rural**

- good range of employment in the urban areas, little but farming in some rural areas
- higher average household income in urban areas, lower in rural areas
- range of consumer goods in urban areas, limited in rural areas
- facilities/entertainment in urban areas, fewer leisure facilities/little entertainment in rural areas
- good quality, modern housing for many in the cities, more basic housing for most in rural areas.

**Provinces**

- people in coastal provinces like Guangdong, Jiangsu tend to have good job opportunities, good communications, a modern lifestyle
- people in inland areas like Guizhou, Sichuan have poor employment prospects so many migrate to the towns, low standard of living
- many people in Hong Kong have a prosperous way of life based on big firms and international companies, but overcrowding and exploitation, contrast mainland China
- many people in Tibet have a way of life based on the Buddhist religion, contrast the rest of China
- many people in Xinjiang have a Muslim way of life, contrast the rest of China.

Any other valid point.

**6 MARKS AVAILABLE, LO1**

(b)

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

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

For full marks two explanations must be given.

Credit reference to the following reasons why the Chinese government has been criticised for failing to respect human rights in Tibet:

- Chinese Communist Government was not chosen by the Tibetan people
- if they allowed human rights the Chinese government would be thrown out
- there is a lot of support for Buddhism
- widespread opposition led by religious leaders would get worse if human rights were respected
- the Chinese government will not respect the rights of people whose loyalty is to a religion/culture, etc which is not communist.

Any other valid point.

**6 MARKS AVAILABLE, LO1**

(c)

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

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

Candidates who use only one source in their answer should be awarded a maximum of 3 marks. Candidates who use only two sources should be awarded a maximum of 6 marks.

For full marks candidates must evaluate the extent to which the statement is selective in the use of facts otherwise a maximum of 6 marks should be awarded.

Credit reference to aspects of the following:

“The Chinese Government was successful in controlling the outbreak of SARS.”

Selective because of evidence that they were not successful.

### **Source 1**

- shows that 15 March 2003 TV Channels in Beijing were still forbidden to mention the SARS outbreak
- 5 April the Chinese Government finally apologises for failing to take action against the SARS virus. “There had not been enough co-operation with the media to control the disease.”

### **Source 2**

- shows that of the 850 deaths worldwide, 350 were in mainland China and 300 in Hong Kong.

### **Source 3**

- shows that Chinese Government was only forced into action when WHO suggested that travellers should avoid Guangdong, Hong Kong and Beijing
- in contrast WHO praised Singapore for its speed in reporting SARS cases; where technology was used at airports to identify anyone with a high temperature. Early in the outbreak, the Singapore government gave school pupils digital thermometers, so they could take their temperature every day and get treatment quickly if necessary. Anyone suspected of having SARS was sent to an isolation hospital
- China does not compare well with Vietnam, praised for its open reporting of SARS cases and for its swift action in isolating SARS patients and sealing off affected hospitals.

Any other valid point.

Not selective because of evidence that they were successful.

### **Source 1**

- 26 April all schools in Beijing closed because of SARS
- 28 April all cinemas, theatres, karaoke bars and internet cafes in Beijing closed because of SARS.

### **Source 2**

- weekly new SARS cases started falling week beginning 5 May and kept falling from then. Fell to 180 new cases, week beginning 26 May. 40 new cases weeks beginning 2 and 9 June. No new cases week beginning 16 June.

### **Source 3**

- as the May Day holiday approached the Chinese Government organised isolation measures
- they ordered anyone who had been in contact with a SARS patient not to leave their own home
- bus and train companies were told to ban any passenger with a cough or a fever
- some hospitals were taken over by the army and shut off from any contact with the outside world
- in many areas free medical treatment was provided to SARS victims.

Any other valid point.

**8 MARKS AVAILABLE, LO2**

**Question 7**  
**(Study Theme 3C: The United States of America)**

(a)

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

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

For full marks two descriptions must be given.

Credit reference to aspects of the following:

**Afro-Americans**

- legacy of slavery, majority, 55%, remain in southern states
- migration to industrial North – although more recently some have returned to South
- concentrated in central city areas
- emergence of black ghettos with Whites moving to suburbs.

**Hispanics**

- Mexicans and Central Americans concentrated in the South and West, eg California and Texas
- Cubans concentrated in Florida, especially in Miami
- Puerto Ricans concentrated mainly in New York.

Credit reference to other ethnic groups.

Any other valid point.

**6 MARKS AVAILABLE, LO1**

(b)

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

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

For full marks two explanations must be given.

Credit reference to aspects of the following:

- poor education – high school drop outs – leads to unemployment
- difficult to escape poverty and high crime of the ghetto
- poor housing, and low standard of living
- poor health and low self-esteem
- discrimination.

Any other valid point.

**6 MARKS AVAILABLE, LO1**

(c)

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

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

Candidates who use only one source in their answer should be awarded a maximum of 3 marks. Candidates who use only two sources should be awarded a maximum of 6 marks.

For full marks candidates must evaluate the extent to which the statement is selective in the use of facts otherwise a maximum of 6 marks should be awarded.

Credit reference to aspects of the following:

“President Bush continued his outstanding success of 2000 by winning the 2004 election with the clear support of all ethnic groups in the USA.”

Selective because the evidence shows that his success was not outstanding in 2000 and that he did not have the clear support of all ethnic groups.

### **Source 1**

- in 2000, Bush had 500 000 fewer votes than Gore and had only a narrow majority in the Electoral College.

### **Source 2**

- in 2000, Bush only won by two electoral votes and had 50·4 million of the popular vote compared to Gore’s 50·9 million.

### **Source 3**

- most ethnic minority groups did not give support to Bush
- only 30% of non-white men and only 24% of non-white women supported Bush
- Afro-American support was very low – only 11% support Bush
- Hispanic vote, only 44% support Bush.

Any other valid point.

Not selective because evidence shows outstanding success and clear support.

**Source 1**

- Bush increased his votes from 50 million to almost 60 million
- now has greater Hispanic support.

**Source 2**

- Bush had a clear victory in Electoral College, and won popular vote by over three million votes.

**Source 3**

- Bush had most support from white males – 62% to Kerry’s 37%
- clear support from white women as well – 55% to 44%.

Any other valid point.

**8 MARKS AVAILABLE, LO2**

**Question 8**  
**(Study Theme 3D: The European Union)**

(a)

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

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

For full marks two descriptions must be given.

Credit reference to the following differences between education in Scotland and one other country:

- the school day
- holidays
- uniform or not
- comprehensive or selective
- academic or vocational
- different schools at different ages
- qualifications.

Any other valid point.

**6 MARKS AVAILABLE, LO1**

(b)

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

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

For full marks two explanations must be given.

Credit reference to the following reasons why NATO still has an important role in Europe:

- there are still troublespots in Europe
- problems still exist in Bosnia and Kosovo
- there is still a threat to Europe from the rest of the world
- the war in Iraq has left issues unresolved
- there is a threat from terrorists after 11 September/Madrid train bombings
- threat from a variety of other groups
- other countries/groups respect strength.

Any other valid point.

**6 MARKS AVAILABLE, LO1**

(c)

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

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

Candidates who use only one source in their answer should be awarded a maximum of 3 marks. Candidates who use only two sources should be awarded a maximum of 6 marks.

For full marks candidates must evaluate the extent to which the statement is selective in the use of facts otherwise a maximum of 6 marks should be awarded.

Credit reference to aspects of the following:

“The EU will benefit from the increase in the number of members in 2004.”

Selective because the evidence shows that there are ways the EU will not benefit.

### **Source 1**

- GDP per head of some new members is very low; Lithuania only 29% of EU average, Latvia 33%, Estonia 37%.

### **Source 2**

- the cost of the new members to the EU between 2004 and 2006 will be high, and will increase over these years
- CAP will increase from €1.9 billion in 2004 to €3.7 billion in 2005 to €4.1 billion in 2006
- regional aid will increase from €6.1 billion in 2004 to €6.9 billion in 2005 to €8.8 billion in 2006
- structural funds will increase from €3.5 billion in 2004 to €4.8 billion in 2005 to €6.0 billion in 2006.

### **Source 3**

- businesses in some European Union countries could face competition from the new members
- wage costs are lower in most of the new countries than in the rest of the EU, so their prices may be cheaper
- if businesses in the original member states do not adapt, they may find it difficult to sell their goods
- migration is also an issue which could have a serious impact. Media reports claim there will be a large movement of workers into the existing member states.

Any other valid point.

Not selective because the evidence shows that the EU will benefit.

### **Source 1**

- there are 75·13 million new members, customers for EU goods (as in the last point in the written part of Source 2)
- GDP per head of some new members is quite high; Cyprus 85% of EU average, Czech Republic 59%.

### **Source 2**

- there will be a limit set on the amount of money the new members will get from the EU, so that the 15 existing members will not be faced with a huge bill in meeting the needs of these members
- the existing 15 members will benefit from the investment opportunities in the new countries
- there will also be an increased number of customers for goods produced by EU members.

### **Source 3**

- the membership of Poland will strengthen the EU. It has nearly 40 million people. It accounts for half of the total population of the new members
- the people of Poland are very keen to join. In a referendum in June 2003 where the turnout was 59%, 77% of them said they wanted to join.

Any other valid point.

**8 MARKS AVAILABLE, LO2**

**Question 9**  
**(Study Theme 3E: Development in Brazil)**

(a)

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

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

For full marks two descriptions must be given.

Credit reference to aspects of the following:

- differences in lifestyle for those who live in urban compared to rural areas, ie housing, education, health, etc
- differences of people who live in poor run down city areas, ie favelas compared to those living in well off areas
- lifestyle of Indian tribes/Amazon Indians compared to people in other parts of Brazil.

Any other valid point.

**6 MARKS AVAILABLE, LO1**

(b)

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

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

For full marks two explanations must be given.

Credit reference to aspects of the following:

- issues which affect Native Indians – land, culture etc
- police brutality/corruption; regime in prison
- discrimination faced by women/children
- ineffectiveness of previous Governments' policies
- loss of electoral support
- criticisms from other countries.

Any other valid point.

**6 MARKS AVAILABLE, LO1**

(c)

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

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

Candidates who use only one source in their answer should be awarded a maximum of 3 marks. Candidates who use only two sources should be awarded a maximum of 6 marks.

For full marks candidates must evaluate the extent to which the statement is selective in the use of facts otherwise a maximum of 6 marks should be awarded.

Credit reference to aspects of the following:

“The Brazilian economy is strong and continues to improve.”

Selective because indicators show that the economy is not strong and improving.

### **Source 1**

- GDP (per capita) is less than Argentina and Mexico
- inflation is higher than Mexico although lower than Argentina
- unemployment is higher than in Mexico although lower than in Argentina
- revenues and exports are lower than in Mexico but higher than in Argentina
- debt is higher in Brazil compared to Mexico and Argentina.

### **Source 2**

- between 2001 to 2002 exports to the USA fell from \$15.9 billion to \$12.4 billion
- the trade balance has been decreasing since 1998 – by 2002 Brazil was importing more from the USA than it was exporting.

### **Source 3**

- decline of Brazilian car sales, which dropped 22% from the same month last year. Sales fell to 94,000 cars which is an 11% decline from July
- 60% of people still live in poverty
- unemployment is at a record high at 20% in Sao Paulo
- protestors attacked Congress re: new law
- Brazil still has a massive debt problem.

Any other valid point.

Not selective because indicators show that the economy is strong and improving.

**Source 1**

- show that GDP is higher than the other two selected countries – \$1,340 billion in Brazil, \$900 billion in Mexico and \$391 billion in Argentina
- population living below the poverty line is lower in Brazil.

**Source 2**

- exports to USA increased from \$13.2 billion in 1999 to \$15.9 billion in 2001.

**Source 3**

- in August 2003, Brazil's overall trade surplus rose \$2.7 billion which is 70% higher than in August 2002
- exports also rose in August to \$6.4 billion up from \$5.7 billion in the same month of 2002.

Any other valid point.

**8 MARKS AVAILABLE, LO2**

*[END OF SPECIMEN MARKING INSTRUCTIONS]*