



2008 Modern Studies

Intermediate 2

Finalised Marking Instructions

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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, outcomes and performance 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

Study Theme 1A – Government and Decision Making in Scotland

Question 1

- (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.

Credit reference to aspects of the following:

- Education.
- Social housing.
- Cleansing and recycling.
- Social work.
- Community care.

Any other valid point

6 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:

- Large protests, demonstrations direct action more likely to be newsworthy and attract media attention.
- Media attention will get message of pressure group to large number of people who view television or read newspapers.
- Attention of media will force government to take more account of pressure group due to influence on public opinion and voting intentions.

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 **three** marks for a developed argument reached depending upon the quality of argument and accurate use of evidence.

Credit highly candidates who synthesise information from across the sources.

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 explain why the statement is selective in the use of facts; otherwise, a maximum of 6 marks should be awarded. Candidates may demonstrate selectivity in the use of facts by using the evidence in the sources to show that evidence has been selected that indicates the view is correct and that evidence has been not been selected which is contrary to the view.

Candidates who give an overall conclusion as to the extent of selectivity should be credited and may be awarded up to full marks as long as their answer includes balance as indicated above. Candidates may also indicate selectivity in individual sources and should be credited.

Credit reference to aspects of the following:

“The Scottish Parliament is effective both in representing the people of Scotland and in carrying out its devolved powers.”

- Being fairly selective when it states that it is effective in representing people of Scotland since 2% of population are ethnic minorities but only one MSP from an ethnic minority (Sources 1 and 2).
- Being fairly selective since 51% of Scotland is female and 1/3 of MSPs are female, fallen since 2003 (Sources 1 and 2).
- Not very selective since a range of parties are represented in Parliament (Source 1), AMS usually produces a fairly proportional result (Source 2) with a fairly close relationship between share of vote and share of MSPs (Sources 1 and 3).
- Selective since SNP and Labour are relatively over represented ie 32% of vote and 36.4% of MSPs (SNP) and 30.6% of vote and 35.6% of MSPs (Labour) (Sources 1 and 3).
- Fairly selective since a minority government was formed, able to carry out some policies eg buying cigarettes, bridge tolls (Source 2). Government only has 47 out of 129 MSPs, well short of other parties combined (Source 3).
- Selective since coalition talks unsuccessful except for backing of Greens (Source 2).
- Selective as they have to seek agreement of rivals (Source 2), who are strongly represented in Parliament with 82 MSPs and 68% of vote.
- Selective since delay in putting forward policy of referendum on independence.

Credit highly candidates who provide balance in their answers and come to a conclusion about the extent of selectivity.

Any other valid point

8 MARKS AVAILABLE – LO2

Study Theme 1B – Government and Decision Making in Central Government

Question 2

- (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.

Credit reference to aspects of the following:

- Provide information for readers about political issues.
- Provide opinions and voting advice.
- Print letters which allow public to express opinion.
- Carry out and print opinion polls.
- Politicians and government influenced by newspaper coverage and opinions.

Any other valid point

6 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:

- Non voting linked to age with younger age groups being less likely to vote than older age groups.
- Some people have become disillusioned with politics and politicians, may feel that voting will make little difference to their lives.
- Turnout often lower in safe seats as result is seen as a foregone conclusion. Where overall result is thought to be predetermined turnout will be lower.
- Dependent upon level of perceived degree of power of body being elected with higher turnout for UK Parliament compared with European Parliament or local council elections.
- Impact of voting system used.

Any other valid point

6 MARKS AVAILABLE – LO1

- (c)

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

Credit highly candidates who synthesise information from across the sources.

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 explain why the statement is selective in the use of facts; otherwise, a maximum of 6 marks should be awarded. Candidates may demonstrate selectivity in the use of facts by using the evidence in the sources to show that evidence has been selected that indicates the view is correct and that evidence has been not been selected which is contrary to the view.

Candidates who give an overall conclusion as to the extent of selectivity should be credited and may be awarded up to full marks as long as their answer includes balance as indicated above. Candidates may also indicate the extent of selectivity in individual sources and should be credited.

Credit reference to aspects of the following:

“The House of Commons is effective both in representing the people of Britain and in governing the country.”

- Being selective when it states that it is effective in representing people of Britain since 8% of population are ethnic minorities and only 2% ethnic minority MPs (Sources 1 and 2).
- Being very selective since 51% of UK is female and only 20% of MPs are female (Sources 1 and 2).
- Fairly selective since limited range of parties are represented in Parliament (Source 1).
- Very selective since no close relationship between share of vote and share of MPs eg Labour got 35.2% of vote but 55.1% of MPs, Liberal Democrats 22.1% of vote and only 9.6% of MPs (Sources 1 and 3).
- Not selective since First Past The Post usually produces a clear result quickly and government formed day after election. (Source 2). Although less than half of votes for winning party – more than half the seats (Sources 1 and 3). Clear majority over opposition parties (Source 3).
- Selective as they have faced criticism from opposition parties and disagreement on some policies from own MPs eg over Iraq (Source 2).

Credit highly candidates who provide balance in their answers and come to a conclusion about the extent of selectivity.

Any other valid point

8 MARKS AVAILABLE – LO2

Section B – Social Issues in the United Kingdom

Study Theme 2A – Equality in Society: Wealth and Health in the United Kingdom

Question 3

- (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.

Credit reference to aspects of the following:

- Effect on health.
- Difficulty in affording fresh fruit and vegetables.
- More ill health/lower life expectancy.
- Effect on education/qualifications/employment chances.
- Social exclusion/lack of facilities for young people in deprived areas.
- Poor housing conditions/dampness.
- Impact on society eg crime.

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.

Answers may provide exemplification of elderly people, people with mental health problems or physical disabilities.

Care in the community

- Better for those who can still look after themselves with some assistance/meals on wheels/home-helps/district nurses.
- Allows individual to retain independence.
- Stay in community with family and friends.
- Many elderly people do not want to give up their own home.

Residential Care

- Better for people who are less mobile, less independent.
- 24 hour care provided/meals/shared costs.
- Community care can be a problem for some people if the support services are not provided or are over-stretched.

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 on 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 Educational Maintenance Allowance (EMA)

Source 1

- Research has shown that staying on at school into S5 and S6 reduces the time many young people spend out of work and on benefits.
- Before EMA, many young people from disadvantaged families left school at the earliest opportunity.
- Young people who do not do well in S3 and S4, but who stay on, do better in terms of employment in their late teens and early twenties.
- The EMA will help girls as those who leave school at the earliest opportunity have less success than boys who leave early.

Source 2

- The percentage of 16-19 year olds not in Employment, Education or Training (NEET) is still too high (13%).
- A high proportion of students spend the Education Maintenance Allowance on essentials such as clothes (70%), books or equipment for schools (61%) and one third help with household expenses.

Source 3

- EMA has been a great success. (Link with Source 1)
- EMA benefits teenagers from low-income households. (Link with Source 1)
- It encourages young people to stay on in education. (Link with Source 1)
- It helps young people pay for essential costs such as travel, lunch, trips and books and equipment. (Link with Source 2).

Option 2 – Do not continue with the Educational Maintenance Allowance (EMA).

Source 1

- School students not entitled to EMA, often have to get a job, which takes time away from their studies.
- The £20 million that EMA costs could be better spent on more teachers and textbooks.
- Almost 2000 (12%) of the 16,290 students in Scotland who received the EMA between August and December 2004 did not stay on into the second half of the year.
- Some young people spend the EMA money on luxuries or buy cigarettes and sweets.

Source 2

- The percentage of 16-19 year olds not in Employment, Education or Training (NEET) was falling before the introduction of EMA. The percentage had fallen from just under 15% in 1999 to well under 14% by 2004.
- A significant proportion of students spend the EMA on non-essentials such as leisure activities (63%).

Source 3

- It is not fair. Some students in the same class receive payments while others do not. (Link with Source 1).
- Students attend school to receive EMA but do not necessarily work hard towards gaining better qualifications. (Link with Source 1).
- The parents of some students are able to abuse the system and get money they are not entitled to receive.
- Many young people are staying on at school when they should leave and start working or take up a training course to deal with the skills gap that exists in Britain.
- Most of the money paid in EMA is spent on luxuries and extras. (Link with Source 2)

10 MARKS AVAILABLE – LO2

Study Theme 2B: Crime and the Law in Society

Question 4

- (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:

- Vandalism.
- Shoplifting.
- Breach of the peace.
- Under-age drinking – related crimes.
- Drug offences.
- Graffiti.
- Car theft.
- Hanging around the streets/causing a disturbance.

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.

Credit reference to aspects of the following:

Community Policing

- In residential areas where the police can get to know the residents and local young people.
- People feel safer in their communities knowing there are police on the beat.
- Young people may respond to community initiatives and be less likely to vandalise/get involved in anti-social behaviour.
- People may not want CCTV cameras in their local communities.

CCTV Cameras

- In shopping centres/High Streets where shoplifting and pick-pocketing is a problem.
- In areas where recording the entrances and exits to facilities will help to identify those who have committed crimes.
- Too expensive to police such large areas.
- A police presence may not be desirable.

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 on 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 early release.

Source 1

- The system of early release provides an incentive to good behaviour for prisoners.
- When on early release the threat of re-imprisonment helps to reduce the risk of re-offending.
- The Scottish Executive has established a new Risk Management Authority, which will more accurately assess the likelihood of a person re-offending.
- Increase in the prison population and overcrowding.

Source 2

- The prison population has increased for all lengths of sentences between 2002 – 2005. (Link with Source 1).
- The greatest rise is short-term sentences from 2,073 in 2002 to 2,232 in 2005 for sentences of less than four years; those in prison with life sentences increased from 571-597.

Source 3

- Part of the sentence, where risk of re-offending has been properly assessed should be served in the community. (Link with Source 1).
- The size of the prison population and overcrowding need to be tackled. (Link with Source 1 and 2).
- Early release should take into consideration the progress of the prisoner within the prison system. (Link with Source 1 “good behaviour”)

Option 2 – Do not continue with early release.

Source 1

- Seeing a prisoner released undermines the public's concept of justice.
- For victims, knowing that the offender has been released can cause stress and worry.
- Families and relatives of the victims assume that the convicted person will serve the whole sentence given.
- The number of criminals returned to prison after being released has increased in the last decade and 12% per cent in the last year.

Source 2

- There has been a huge rise in the number of people re-offending who have been let out of prison on supervision orders (give statistics) (Link with Sources 1 and 3).

Source 3

- The law should require that every prisoner should serve the whole period of imprisonment specified in the sentence given.
- Prison is a deterrent.
- The public are very unhappy with the current early release system in particular when offenders go on to re-offend. (Link with Source 2).
- The use of electronic monitoring devices and community service is an easy option for criminals.
- End early release, reassure victims that the offender is safely locked behind bars. (Link with Source 1).

Any other valid point

10 MARKS AVAILABLE – LO2

Section C – International Issues

Study Theme 3A – The Republic of South Africa

Question 5

Answers which do not refer to specific examples from South Africa should not receive full marks.

- (a)

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

- Between 1994 and 2000, 1.5 million new electric connections installed and an extra 4 million people have access to clean running water.
- Millions of homes have been upgraded/improved.
- More amenities/services now in townships.
- Many can now buy their own homes – low cost loans.

Any other valid point

4 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:

- Lack of primary health care in poorer areas/rural areas.
- Explosion in the number of people who have HIV/AIDs since the 1980s.
- Lack of HIV/AIDs education.
- Reluctance of Mbeki on approving use of AZT and Nevarapine.
- Cost of treatment on health service.
- Poor housing and living conditions causing poor health especially among non-white population.
- Lack of education and high unemployment among non-whites.

Any other valid point

6 MARKS AVAILABLE – LO1

- (c)

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

Award up to **three** marks for each argument depending on the relevance, and development of the evidence.

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

Credit reference to the following:

Support for the ANC has increased between 1999 and 2004 and it still remains popular amongst all groups.

Support

- Source 1: The percentage of votes and seats by the ANC in the National Assembly increased between 1999 and 2004.
- In 7 out of the 9 Provinces the votes cast for the ANC increased between 1999 and 2004.
- Source 2: In a public opinion poll the majority of all age groups said they were an ANC supporter.
- Source 3: It states that the 2004 election results confirmed the ANC is the most popular party across the Country.
- At the 2006 local government elections the ANC secured more votes, won more seats and secured more councils than ever before in local government elections.

Oppose

- Source 1: In Free State and Gauteng, the number of votes for the ANC went down between 1999 and 2004.
- Source 2: In a Public opinion poll over 50% of white, coloured and Indian voters said they were not an ANC supporter – very high for whites at 92%.
- Source 3: It states that there is a growing divide in support for the ANC. An opinion poll carried out in 2004 noted that 26.3% of registered voters described themselves as not being ANC supporters. 70% of these voters said they supported another party.
- Democratic Party is now backed by three quarters of Whites and nearly 70% of Coloureds.
- Democratic Party has strong support in the Western Cape and the Inkatha Freedom Party still has many supporters in KwaZulu Natal.

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 arguments when required.
--

Award up to **three** marks for a conclusion depending upon the quality of the explanation and development of the evidence. For full marks, the candidate must refer to all three sources. Maximum of six marks if only two sources are used, maximum of four marks if only one source is used.

Candidates should address the points in question. For full marks, at least three points should be addressed. Candidates should provide developed conclusions. Where candidates make a series of less well-developed conclusions, within any one-bullet point in the question; they may still be awarded a maximum of three marks depending on relevance and quality.

Credit highly, conclusions, which show interaction between sources. Answers, which merely repeat the source material without making comparisons or drawing conclusions from within or between sources, should be awarded zero marks.

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

Credit reference to aspects of the following:

Provincial differences in education.

There are differences in educational provision and levels of education between the Provinces.

- Source 1: In the more affluent provinces, schools are generally better resourced.
- Source 2: The percentage of children aged 7-15 years attending school varies across provinces – highest in Gauteng at 99.0%, lowest in Limpopo at 92.4%.
- The percentage pass rate (matric exam) varies across provinces – highest pass rate in the Western Cape, lowest in Eastern Cape.

Gender differences in education:

Females have a poorer level of education compared to males.

- Source 1: More older women have little education compared to men. The matric exam pass rate is still lower for girls than boys. In 2005, 67.2% of girls passed compared to 69.7% of boys.
- Source 3: More females over 20 years old have no formal education compared to males true for 2002 and 2005, although the numbers have decreased for both sexes in 2005.

Racial differences in education.

- Source 1: Racial differences in education still remain. Blacks have less education and gain fewer qualifications compared to other racial groups.
- Source 3: More blacks have no schooling compared to other racial groups fewer blacks have completed Secondary school compared to other racial groups.
- Fewer blacks completed higher education compared to Asian and Whites although higher than Coloured.

Differences in education over time

- Source 1: Education in South Africa has seen huge changes over the years since Apartheid ended. Pupils are no longer sent to different schools by law, because of their race. Many schools are now integrated. Matric exam pass rates are steadily improving in South Africa. Every year many new classrooms are being built and more teachers are employed.
- Source 3: The percentage of both males and females with no formal education has decreased between 2002 and 2005.

Any other valid point

8 MARKS AVAILABLE – LO2

Study Theme 3B: The People's Republic of China

Question 6

Answers which do not refer to specific examples from China should not receive full marks.

- (a)

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

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

Credit reference to aspects of the following:

- No opposition parties.
- No multi-party elections.
- Have to be invited to join the Communist Party.
- Usually, only candidates endorsed by the Communist Party are allowed to stand.
- Limited freedom of speech and right to protest.
- Restrictions on the Internet.
- Choice of candidates restricted to village level elections.
- People can vote for province, country and town delegates only.

Any other valid point

4 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.

Credit reference to the following:

- More employment opportunities and potentially better standard of living.
- Less government subsidies for agriculture than in the past.
- Responsibility system led to many small farmers losing land.
- Rural areas are generally poorer than urban areas.
- Better access to education and health care, in urban areas.

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 relevance and development of evidence.

For full marks, the candidate should refer to all three sources. Maximum of six marks if only two sources are used, maximum of four if only one source is used.

Credit reference to aspects of the following:

China's growing economy has brought many benefits.

Reasons to support the view:

Source 1

- People have benefited from good jobs and higher wages.
- They can afford products such as household appliances.
- Managers and technology workers have benefited from increased profits and wages.

Source 2

- Average wages for urban and rural workers have increased steadily from 2000 – 2005.

Source 3

- Ownership of televisions, fridges and microwaves have all increased.

Reasons to oppose the view:

Source 1

- A large number of people have lost their jobs due to technology.
- Many farm workers have lost their jobs.
- Increase in the number of accidents and deaths in factories.
- Workers in factories, chemical plants and coal mines are risking their lives.

Source 2

- Rural workers' wages have not risen as much as that of urban workers.
- Unemployment has increased for farmers.

Source 3

- Increase in workplace deaths 2000-2005.

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 arguments when required.
--

Award up to **three** marks for a conclusion depending upon the quality of the explanation and development of the evidence. For full marks, the candidate must refer to all three sources. Maximum of six marks if only two sources are used, maximum of four marks if only one source is used.

Candidates should address the points in the question. For full marks, at least three points should be addressed. Candidates should provide developed conclusions. Where candidates make a series of less developed conclusions, within any one bullet point in the question, they may still be awarded a maximum of three marks depending on relevance and quality.

Credit highly conclusions which show interaction between the sources. Answers which merely repeat the source material without making comparisons or drawing conclusions from within or between sources should be awarded zero marks.

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

Credit reference to aspects of the following:

Differences in spending on education between urban and rural areas.

- Primary and junior middle schools are funded by local taxes and less money is spent in rural schools than in urban areas. (1)
- A lack of money results in poor teaching, resources and larger classes in rural areas. (1)
- In recent years, funding in education has been reduced. An aim of the government initiative to stimulate education is to support students financially in the countryside. (1)
- There are differences in funding per student between rural and urban schools at all levels. (2)
- Conclusion – less money is spent on schools in rural areas; funding has been reduced in recent years; a government initiative supports rural children. Funding per student is higher in urban schools than in rural schools.

Gender Differences in education.

- Girls enrol less at school as they get older, as they are expected to attend to domestic duties. (1)
- Boys attend school in bigger numbers from ages 15-18. (3)
- Conclusion: girls and boys enrol at school in equal proportions up until the age of 15 but after 15, the girls' rate decreases.

Enrolment in schools in urban and rural areas.

- Different levels of education are described. Children attend primary school from ages 6-12 followed by junior middle school at age 12-15 and then high school from 15-18. (1)
- Enrolment for all schools is over 90% for primary and junior high. (1)
- Enrolment figures are higher in urban areas than for rural areas at all levels. (2)
- Enrolment is higher for boys than for girls at high school in rural areas. (3)

Differences in the quality of education in urban and rural areas.

- A lack of money means that schools cannot afford good teachers, small classes and good teaching materials. (1)
- This results in a lack of motivation, failure in exams and no hope of jobs in the future. (1)
- The percentage of well qualified teachers in urban schools is 90%; in rural schools the figure is 42%. (2)
- In urban schools, 75% have good resources; only 30% of rural schools do. (2)
- A typical class size of a class in urban areas is 25 while in rural schools, the figure is 50. (2)

Any other valid point

8 MARKS AVAILABLE – LO2

Study Theme 3C – The United States of America

Question 7

Answers which do not refer to specific examples from the USA should not receive full marks.

- (a)

The candidate is required to demonstrate knowledge and understanding of a complex international 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 fails to make specific reference to US examples should receive a maximum of 3 marks.

Credit reference to aspects of the following:

- Lower life expectancy figures for Black Americans compared with Whites, Hispanics and Asians.
- Higher levels of infant mortality rates for Blacks and Native Americans.
- Poor health position of Native American Indian population.
- Lower levels of health insurance cover for ethnic minorities.

Any other valid point

4 MARKS AVAILABLE – LO 1

- (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 fails to make specific reference to US examples should receive a maximum of 4 marks.

Credit reference to aspects of the following:

- Relatively few role models for both women and ethnic minorities at top levels of political system.
- Turnout lower for ethnic minorities leading to lower voting figures for ethnic minority candidates.
- Ethnic minorities and females less likely to be chosen as candidates.
- First Past the Post system used in most elections, which usually produces a less representative result.
- High cost of running for office may deter minority candidates.

Any other valid point

6 MARKS AVAILABLE – LO 1

- (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 show interaction between 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.

“Continuing immigration benefits the USA and is supported by most Americans.”

Credit reference to aspects of the following:

Support

- Only 3.6% of total population (Source 1) link to 4.9% (Source 2) of workforce therefore contribute to economy.
- USA is a nation of immigrants and they come to work hard (Source 1).
- Good for economy, keep prices low, pay taxes, do jobs other Americans will not do (Source 1) make up 4.9% of labour force (Source 2).
- Significant contribution to workforce in farming (24%) cleaning, construction etc (Source 2).
- Although opinion divided, significant percentages (41% and 45%) believe strengthen the US. 80% in survey believe immigrants work very hard and have strong family values while only 37% believe they often go on welfare and only 33% believe they increase crime (Source 3).

Oppose

- Large number of illegal immigrants, 11.5 million (Source 1).
- Many are poorly educated and unskilled, may result in unemployment and cause competition for ethnic minorities and recently arrived immigrants (Source 1).
- Place strain on welfare services especially in states such as California, Texas and Florida (Source 1).
- High percentage in certain industries which may cause unemployment/competition for jobs in these industries (Source 2).
- Majority (52%) believe immigrants are a burden as they take jobs, housing etc 48% believe they threaten traditional customs and values (Source 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 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:

- White Americans compared to other ethnic groups.
 - Traditionally seen as most successful group in education (1).
 - Highest level of high school graduation at 89.4% (2).
 - Second highest level of college and university degree after Asians (2).
 - Foreign born do second best after Asians at all levels (3).
 - Overall, Whites still successful in education with advantages of more being able to access private education although Asians now more successful in further education.
- Black Americans compared to other ethnic groups.
 - Making progress but some disadvantaged by social and economic inequalities (1).
 - 80% high school graduates but lower than both Whites and Asians (2).
 - 44.7% college attendees but only 17.3% university degrees, well below both Whites and especially Asians (2).
 - Foreign born Blacks do better than Hispanics but worse than Whites and Asians (3).
 - Overall, Blacks are less successful in education than both Whites and Asians but do better than Hispanics.
- Asian Americans compared to other ethnic groups.
 - Education very important to Asians who see it as way to achieve the American Dream (1).
 - Almost as successful as Whites in high school graduation (2).
 - Significantly more successful than all other groups in College attendance and well ahead in university degrees with almost half achieving degrees from university.
 - Foreign born do very well with over half achieving university degree (3).
 - Overall, Asians seem to be most successful group in education, doing even better than Whites in post school education.
- Hispanic Americans compared to other ethnic groups.
 - Language barriers may result in less success in education.
 - Least successful group with lowest level of high school graduates, college attendance and only 11.4% have a university degree.
 - Foreign born least successful of all groups well behind achievements of all other groups, less than half graduate from high school and less than 10% have university degree (3).
 - Overall, Hispanics the least successful in education (2 and 3) which may be a result of language barrier especially for those who have arrived more recently or whose parents speak Spanish at home (1).

Any other valid point

8 MARKS AVAILABLE – LO2

Study Theme 3D: The European Union

Question 8

Answers which do not refer to specific examples from member states of the European Union should not receive full marks.

- (a)

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

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

Credit reference to the following:

Any answer which just describes military cooperation rather than why countries benefit should not receive more than half the available marks.

- Pooling of resources is more economic.
- Deterrence effect.
- Collective Security/Collective Defence strategy of NATO.
- Some parts of the world remain unstable and this could impact on Europe in the future, therefore military cooperation is necessary.

Any other valid point

4 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.

Credit reference to aspects of the following:

- Cheaper, better quality and more choice of goods.
- Free movement of workers.
- Entitlement to social security, medical care, education and other benefits regardless of which country people live in.
- Harmonisation of trading and safety standards.
- Trading, enterprise opportunities.
- Benefits of the Euro.

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 relevance and development of evidence.

For full marks, the candidate should refer to all three sources. Maximum of six marks if only two sources are used, maximum of four if only one source is used.

Credit reference to aspects of the following:

“Immigration, into the UK, of people from the new member states of the EU brings many advantages.”

Reasons to support the view:

Source 1

- Immigrants are taking up vacant jobs which British people do not want.
- British population is declining and workers are needed to sustain the economy.
- Employers are happy with punctuality, hard work etc. of new workers.
- British people leave Britain and need to be replaced.

Source 2

- Migration into the UK is steadily rising; migration out has risen between 2000 and 2002 and remained steady from 2002-2005.
- The UK birth rate in decline.

Source 3

- There are shortages in a variety of industries.

Reasons to oppose the view:

Source 1

- Too much immigration will lead to unemployment.
- If unemployment rises, benefits have to be claimed and taxes have to be raised.

Source 2

- Immigration is rising faster than emigration.

Source 3

- New immigrants have claimed a series of benefits in 2005.

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 arguments when required.
--

Award up to **three** marks for a conclusion depending upon the quality of the explanation and development of the evidence. For full marks, the candidate must refer to all three sources. Maximum of six marks if only two sources are used, maximum of four marks if only one source is used.

Candidates should address the points in the question. For full marks, at least three points should be addressed. Candidates should provide developed conclusions. Where candidates make a series of less developed conclusions, within any one bullet point in the question, they may still be awarded a maximum of three marks depending on relevance and quality.

Credit highly, conclusions which show interaction between the sources. Answers which merely repeat the source material without making comparisons or drawing conclusions from within or between sources should be awarded zero marks.

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

Credit reference to aspects of the following:

Education in Germany compared with other countries.

- Children attend nursery until age 6 which is the joint highest age along with France. (1)
- This is followed by primary school until age 10 which is the earliest age of any country which has middle school. (1)
- More is spent on the secondary sector than in any of the other countries or sectors. (2)
- For spending per pupil, Germany spends the highest amount at secondary level and the joint second highest amount at primary level. (3)
- For ratio of students to teachers at secondary school, Germany has the joint highest figure along with the UK. (2)
- With class sizes, Germany is similar to France for both categories (P1-P3 and P4-P7); these figures are both higher than Italy. (2)

Education in the UK compared with other countries

- Children attend nursery at age 3 or 4 which is the youngest or second youngest age along with Italy. (1)
- At age 4 or 5, pupils attend primary school until the age of 11 or 12, a similar situation to that of Italy and France. (1)
- Pupils then attend secondary school until at least the age of 16. (1)
- UK spends the least amount on primary education. (3)
- UK spending on secondary is similar to Italy, more than France but less than Germany. (2)
- Spending per pupil is higher than in France but less than in Germany for secondary level and lowest for primary level. (3)
- The ratio of students to teachers is joint highest with Germany. (2)
- UK class sizes are joint highest with France and Germany for P1-P3 and the highest for P4-P7 where maximum class size is 33. (2)

Education in France compared with other countries.

- Young people attend nursery up until the age of 6 as in Germany. (1)
- They attend primary school until age 11 (similar to Italy). (1)
- As in Germany, pupils attend middle school (lower secondary) although at a later age. (1)
- At age 15, pupils have a choice of two types of school. In Italy and the UK there is no such choice. (1)
- France has the lowest figure for spending on secondary educational establishments at 27%. (3)
- France spends the same amount on primary and nursery education. (3)
- For spending per pupil, France spends the least at secondary level and joint second highest at primary level. (3)
- The teacher pupil ratio is 12 to 1 in France which is the second best/lowest figure.(2)
- With class sizes, France is similar to Germany for both categories (P1-P3 and P4-P7); these figures are both higher than Italy. (2)

Education in Italy compared with other countries.

- Young people attend nursery as young as 3 years old; this is the joint youngest age along with the UK. (1)
- Primary school begins at age 6, similar to France and Germany. (1)
- As in Germany and France, pupils attend middle school at age 11-14 which is slightly different from aforementioned countries. (1)
- There is no choice of secondary school as there is in Germany and France. (1)
- In Italy, more is spent on primary education than in any other sector and in any other country. (3)
- Spending per pupil is similar in both secondary and primary sectors. (3)
- Italy's ratio of pupils to teachers is 11 to 1 which is the lowest of all 4 countries. (2)
- Italy has the lowest maximum class size for P1-P3 and P4-P7. (2)

Any other valid point.

8 MARKS AVAILABLE – LO2

Study Theme 3E – Development in Brazil

Question 9

Answers which do not refer to specific examples from Brazil should not receive full marks.

- (a)

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

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

For full marks 2 descriptions must be given.

Credit reference to aspects of the following:

- Favela Neighbourhood projects begun in 1994 to turn Favelas into proper neighbourhoods eg
 - Roads/streets widened to improve access to the favelas.
 - Assigning street numbers to housing units and giving residents for first time a postal address to make them feel like proper citizens and obtain loans and other services.
 - Sewerage systems improved.
 - More clean water and electricity.
 - More areas for practising sports.
 - Changes have curbed power of drug traffickers.
- At national level – Lula’s Hunger Zero campaigns – setting up “people’s kitchens”. Also, poor can fill out simple forms and receive plastic cards to go to local supermarkets to buy food.
- National campaigns to improve cities – joint effort by city and national government and private sector eg creation of a Ministry of Cities to get better housing, infrastructure and community services eg cities such as Rio de Janeiro – urban development programmes.
- Legalising property ownership and extending title deeds to families living in favelas.

Any other valid point

4 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 2 explanations must be given.

Credit reference to aspects of the following:

- Conflict over the ownership of land in Brazil – 80% of land owned by just 5% of people – Government trying to resolve the issue of who owns land.
- Conflict over rights of natives and outside developers.
- MST represents 4.5 million landless families still occupying large farms and estates over Brazil.
- Problems with preserving the Amazon region from industrial/commercial ventures.

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 relevance and development of evidence.

For full marks, the candidate should refer to all three sources. Maximum of six marks if only two sources are used, maximum of four if only one source is used.

Credit reference to aspects of the following:

“The Presidential election result showed that Lula is popular across all of Brazil.”

Reasons to support the view:

Source 1

- Largest percentage in first round – 46 million votes and 7% more than nearest rival.
- Clear majority in 2nd round – 60% of vote.

Source 2

- Beat Alckmin in 4 out of 5 regions – support with statistics in second round.

Source 3

- Re-elected as President.
- Almost won in first round.
- Second round result showed strong support amongst many Brazilians including poorer section of society and areas and Rio de Janeiro.

Reasons to oppose the view:

Source 1

- Alckmin and other opponents gained more votes than Lula in first round.

Source 2

- Alckmin beat Lula in 1 out of 5 regions in second round – support with statistics.

Source 3

- Strong opposition shows he does not have the support of all the people across Brazil.
- Lost popularity due to allegations of corruption in his party.
- Alckmin gained support in many regions and his home state of Sao Paulo.
- Alckmin popular with wealthy middle class Brazilians and business community.
- Former supporters of Lula stood against him.

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 arguments when required.
--

Award up to **three** marks for a conclusion depending upon the quality of the explanation and development of the evidence. For full marks, the candidate must refer to all three sources. Maximum of six marks if only two sources are used, maximum of four marks if only one source is used.

Candidates should address the points in the question. For full marks, at least three points should be addressed. Candidates should provide developed conclusions. Where candidates make a series of less developed conclusions, within any one bullet point in the question, they may still be awarded a maximum of three marks depending on relevance and quality.

Credit highly, conclusions which show interaction between the sources. Answers which merely repeat the source material without making comparisons or drawing conclusions from within or between sources should be awarded zero marks.

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

Credit reference to aspects of the following:

- Gender differences in education
 - Gender differences improving with more girls enrolled in secondary (1)
 - Females less likely to be enrolled at primary school but more likely to be enrolled at secondary (2)
 - Although all citizens guaranteed 8 years education there are gender differences in enrolment between males and females depending on level of education. (1;2)
- Racial differences in education
 - Black and mixed race racial groups have higher rates of illiteracy than Whites or Asians. (1)
 - Whites have slightly higher levels of attendance at the elementary level compared to Black or Mixed Race and significantly higher levels in Secondary. (2)
 - In spite of commitment to equality racial differences are significant.
- Regional differences in education
 - Different levels of illiteracy between regions – Northeast has twice the national average and three times the level in the South (1)
 - Financial support to areas with high levels of illiteracy. (1)
 - Variation in attendance by region in both primary and secondary. (3)
 - Improvement in attendance in all areas between 1992 and 2002 (3)
- Improvements in education.
 - Literacy is improving (1)
 - Increase in enrolment (1)
 - Gender differences improving (1)
 - Bolsa Familia gives support to parents sending children to school (1)
 - Improvement in attendance in all areas between 1992 and 2002; significant increase in secondary enrolment in Southeast (3).

Any other valid point

8 MARKS AVAILABLE – LO2

[END OF MARKING INSTRUCTIONS]