



National  
Qualifications  
EXEMPLAR PAPER ONLY

**EP32/H/01**

**Modern Studies**

Date — Not applicable

Duration — 2 hours 15 minutes

**Total marks — 60**

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

Attempt **EITHER** Question 1(a) **OR** 1(b)

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

Part A Social inequality in the United Kingdom

Part B Crime and the law in the United Kingdom

Attempt Question 2 and **EITHER** Question 3(a) **OR** 3(b) **OR** 3(c) **OR** 3(d)

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

Part A World Powers

Part B World Issues

Attempt Question 4 and **EITHER** Question 5(a) **OR** 5(b) **OR** 5(c) **OR** 5(d)

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

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

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



\* E P 3 2 H 0 1 \*

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

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

## Question 1

(a)

*Citizens are able to have a significant influence on the political system.*

To what extent are citizens able to have a significant influence on the political system?

You should refer to the political system in Scotland or the United Kingdom or both in your answer.

20

OR

(b)

*Some people think that devolution is the best way to govern Scotland but others think that independence is the best way to govern Scotland.*

Discuss these different views about the ways in which Scotland could be governed.

You should refer to the political system in Scotland or the United Kingdom or both in your answer.

20

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

Attempt Question 2 and EITHER Question 3(a) OR 3(b) OR 3(c) OR 3(d)

**Question 2**

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

**SOURCE A****Reported crime rate in Scotland falls by 22%**

Reported crime in Scotland has fallen by 22% in the past four years, according to official figures published in the Scottish Crime and Justice Survey\*. However, one in six adults in Scotland was the victim of at least one crime in the year to the end of March 2013. The SCJS also reported the risk of crime in Scotland to be lower than that in England and Wales. The risk of being a victim of crime also dropped from 20.4% in 2008–2009 to 16.9% in 2012–2013, a drop described as “significant” by the report.

Those living in the most deprived areas were more likely to be a victim of crime. Violent crime continues to concern the public and the fear of being the victim of a violent crime such as mugging is increasing. The perceived risk of this is almost 20% higher than the actual risk. In fact, most crime committed in Scotland is property crime, with violent crime being under one-third of all crime in 2012–2013.

Over three quarters of people surveyed also believed that the level of crime in their areas had stayed the same or reduced. The Scottish Justice Secretary said: “This survey confirms what we already know. Crime is falling, the risk of being a victim of crime is falling and more people are feeling safer in their communities”. He added: “These statistical trends are consistent with recorded crime statistics which show crime in Scotland is at its lowest level in almost 40 years with the 1,000 additional police officers that this government has put in communities protecting the public”.

A Scottish Conservative spokesperson questioned the effectiveness of the survey by saying that many victims of crime did not report it. He said: “There are a number of areas of concern within these findings. It’s clear far too many people are victims of crime, and a significant amount don’t even bother reporting it because they don’t believe it will be solved”.

**Adapted from BBC website, 7 March 2014**

*\*The Scottish Crime and Justice Survey (SCJS) is a large-scale continuous survey measuring adults’ experience and perceptions of crime in Scotland. The survey is based on around 12,000 face-to-face interviews with adults (aged 16 or over) living in private households in Scotland.*

## SECTION 2 Question 2 (continued)

## SOURCE B

Scottish Crime and Justice Survey:  
% change in estimates of numbers of all crime

<i>Estimated numbers of crimes</i>	2008/09	2010/11	2012/13	<i>% change</i>	
				2008/09 to 2012/13	2010/11 to 2012/13
ALL SCJS CRIME	1,045,000	874,000	815,000	-22%	-7%
PROPERTY CRIME	728,000	654,000	579,000	-21%	-12%
Vandalism	350,000	275,000	219,000	-37%	-20%
All motor vehicle theft related incidents	70,000	58,000	50,000	-29%	-14%
Housebreaking	25,000	28,000	35,000	+36%	+23%
Other household theft (including bicycles)	173,000	169,000	169,000	-2%	0%
Personal theft (excluding robbery)	110,000	124,000	106,000	-3%	-14%
VIOLENT CRIME	317,000	220,000	236,000	-25%	+7%
Assault	297,000	208,000	225,000	-24%	+8%
Robbery	20,000	12,000	11,000	-42%	-6%

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

“All kinds of crime have fallen in Scotland.”

To what extent is this statement accurate?

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## SECTION 2 (continued)

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

**Question 3****Part A: Social inequality in the United Kingdom**

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

- (a) Evaluate the importance of lack of success in education as a cause of social inequality. 12

OR

- (b) Evaluate the effectiveness of the benefits system in tackling social inequality. 12

OR

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

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

- (c) Evaluate the importance of lack of success in education as a cause of crime. 12

OR

- (d) Evaluate the effectiveness of prison in tackling crime. 12

## SECTION 3 – INTERNATIONAL ISSUES – 20 marks

Attempt Question 4 and EITHER Question 5(a) OR 5(b) OR 5(c) OR 5(d)

### Question 4

#### SOURCE A

##### Conflict in Syria

The conflict in Syria first began in 2011, with opposition supporters taking up arms, first to defend themselves and later to expel security forces from their local areas. The country soon descended into civil war as armed rebel brigades battled government forces for power.

One of the great fears is that the conflict could spread to Syria's neighbours. Lebanon in particular is vulnerable because of the fragility of the present peace between its different religious groups. People living in countries in the area are worried that the conflict may spread to their countries.

Over 100,000 people are estimated to have died, several million have been driven from their homes by the conflict and millions are in urgent need of humanitarian assistance.

Syria is now divided. Large parts of the country are under the control of the government. However, significant areas across the country are under the control of various competing rebel groups. The fiercest fighting continues in the cities of Dar'a and Aleppo where no one group is in control.

Huge numbers of Syrians have fled the conflict to find refuge in neighbouring countries. Government forces have increasingly been using air power to strike areas held by the rebels and the daily death toll is growing.

Refugees have fled largely to the neighbouring countries of Turkey, Lebanon, Jordan and Iraq. The ability of those countries to look after hundreds of thousands of people (the number has tripled in three months) is being questioned, particularly in the winter months, and the United Nations

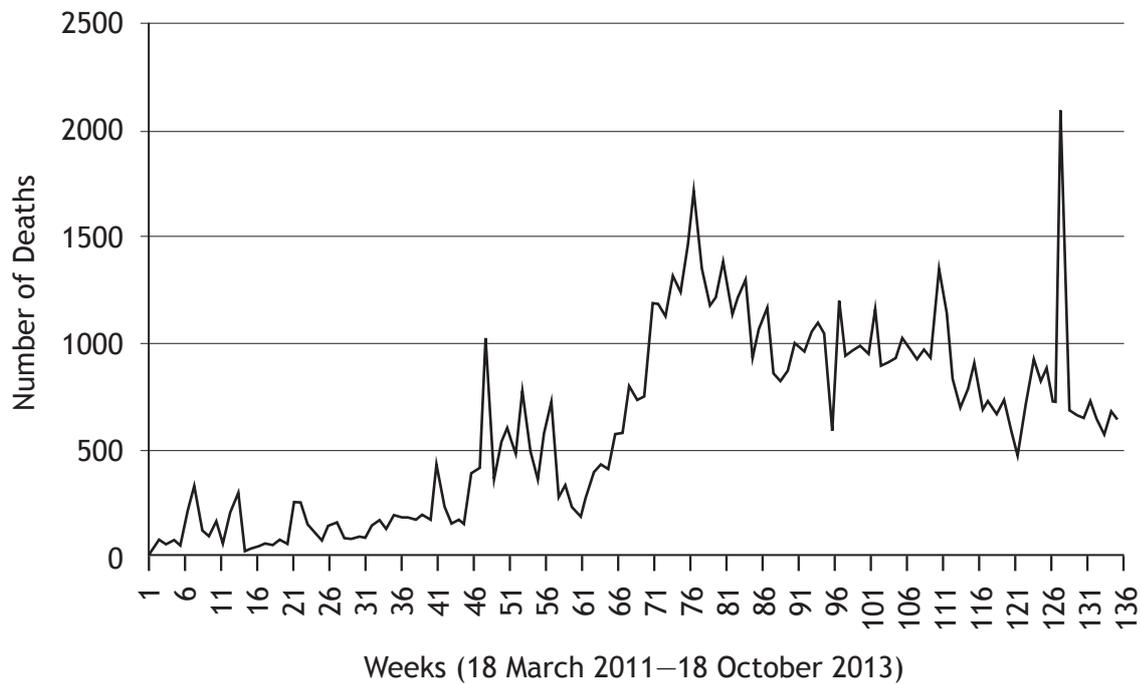
High Commissioner for Refugees (UNHCR) has called on the international community to provide more resources to support the generosity and hospitality shown by Syria's neighbours.

Militant Iraqi Sunnis have been going to Syria to join the rebellion, and it is reported that the Iraqi government has allowed Iran to use its air space to supply the Syrian government with weapons. Iran has reportedly been helping Iraqi Sunnis to join the fight on the Syrian government's side.



## SOURCE B

## Deaths per week during Syrian civil war



## SOURCE C

## Survey conducted in selected countries, 2013

Survey question: Are you concerned that violence in Syria will spread to neighbouring countries?			
Country	Concerned	Not concerned	Don't know
Lebanon	90%	10%	0%
Tunisia	89%	9%	2%
Jordan	79%	20%	1%
Israel	77%	22%	1%
Egypt	76%	22%	2%
Palestinian Territory	75%	23%	2%
Turkey	54%	37%	9%

What conclusions can be drawn about the Syrian conflict?

You must draw conclusions about:

- the impact of the conflict on people within Syria
- the impact of the conflict on neighbouring countries.

You must give an overall conclusion about the impact of this conflict.

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## Section 3 (continued)

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

## Question 5

## Part C: World Powers

With reference to a world power you have studied:

- (a) analyse the ways in which citizens' views are represented within the political system; 12

OR

- (b) analyse the ways in which government approaches affect a disadvantaged group in society. 12

OR

## Part D: World Issues

With reference to a world issue you have studied:

- (c) analyse the factors which have caused the issue; 12

OR

- (d) analyse the ways in which international organisations have responded to the issue. 12

**[END OF EXEMPLAR QUESTION PAPER]**

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## Marking Instructions

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

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## General marking principles for Higher Modern Studies

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

- a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed Marking Instructions for this assessment.
- b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- c) Where the candidate violates the rubric of the paper and answers two parts in one question, both responses should be marked and the better mark recorded.
- d) Marking must be consistent. Never make a hasty judgement on a response based on length, quality of handwriting or a confused start.
- e) Use the full range of marks available for each question.
- f) The detailed Marking Instructions are not an exhaustive list. Other relevant points should be credited.
- g) For credit to be given, points must relate to the question asked. Where candidates give points of knowledge without specifying the context, these should be rewarded unless it is clear that they do not refer to the context of the question.
- h) For knowledge/understanding (KU) marks to be awarded, points must be:
  - a. relevant to the issue in the question
  - b. developed (by providing additional detail, exemplification, reasons or evidence)
  - c. used to respond to the demands of the question (ie evaluate, analyse, etc)

### Marking principles for each question type

For each of the question types the following provides an overview of marking principles.

The types of questions used in this paper are:

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

### Extended response (12 or 20 marks)

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

**For 20-mark responses**, up to 8 marks will be awarded for knowledge and understanding (description, explanation and exemplification). The remaining marks will be awarded for the demonstration of higher-order skills of analysis **and** evaluation **and** structured argument. Where a candidate makes more analytical/evaluative points than are required to gain the maximum

allocation of marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.

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

**‘Analyse’ questions**

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

**‘Evaluate’ questions**

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

**‘Discuss’ questions**

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

**‘To what extent’ questions**

- Candidates will analyse the issue in the question and come to a conclusion or conclusions which involve an evaluative judgement which is likely to be quantitative in nature.

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

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

**‘Objectivity’ questions**

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

**‘Conclusions’ questions**

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

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

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

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

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

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

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

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

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

	1 mark	2 marks	3 marks	4 marks	5-6 marks
<b>Structure</b> Structure which develops a consistent and clear line of argument  Up to 2 marks	Clear structure that addresses the issue identified in the question	Structure that clarifies the issue, presents evidence and develops a clear and consistent line of argument			
<b>Conclusions</b> Evaluative comments which make a judgement(s) and or reach a conclusion(s) which address the key issues in the question  Up to 4 marks*	One conclusion that addresses a key issue in the question	One extended and balanced conclusion that addresses a key issue in the question <b>or</b> two conclusions that address key issues in the question	One extended and balanced conclusion that is justified and directly addresses the key issue(s) in the question <b>or</b> two balanced conclusions that address the key issues in the question, one of which is extended	One extended and balanced insightful conclusion that is justified and directly addresses the central aspects of the question <b>and</b> which considers a range of viewpoints	

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

Answers to 20-mark questions should demonstrate at least two relevant aspects of knowledge and provide detailed analysis and evaluation.

For full marks in the KU aspect of the question (8/8), a response **must** include a range of points, have detailed explanation, and include a range of accurate exemplification.

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

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

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

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

## Detailed Marking Instructions

Section 1: Democracy in Scotland and the United Kingdom			
Question	General marking principles	Max mark	Detailed Marking Instructions for this question
1 (a)	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Evaluation involves making a judgement based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall</p>	20	<p><i>Candidates can be credited in a number of ways up to a maximum of 20 marks.</i></p> <p>Credit reference to aspects of the following:</p> <ul style="list-style-type: none"> <li>• voting in a range of elections</li> <li>• membership of a political party</li> <li>• participation in pressure group activity</li> <li>• individual action</li> <li>• involvement of media</li> <li>• responsiveness of political system/institutions</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p>Possible approaches to answering the question:</p> <p>In a democratic political system such as in the UK, there are a range of elected bodies which voters may vote for, such as the UK parliament which has power over matters across the whole of the UK, eg foreign policy and most welfare benefits; and the Scottish parliament which only has powers over a limited range of devolved matters, eg education and health in Scotland. <b>(2 marks KU with exemplification)</b></p> <p>In a democratic political system such as in the UK, there are a range of elected bodies which voters may vote for, such as the UK parliament which has power over matters across the whole of the UK, eg foreign policy and most welfare benefits; and the Scottish parliament which only has powers over a limited range of devolved matters, eg education and health in Scotland. <b>(2 marks KU with exemplification)</b> The UK parliament uses the first-past-the-post system of election which tends to produce a result which is not very proportional to the number of votes cast for each political party. The Scottish parliament uses a more proportional system of election, known as the additional member system, where voters can vote for an MSP for their constituency and vote for a party on a regional list, which usually means that more</p>

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

Question	General marking principles	Max mark	Detailed Marking Instructions for this question
	<p>impact/significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Credit responses that:</p> <ul style="list-style-type: none"> <li>• make reference to the political system in Scotland, the political system in the UK or the political system in Scotland and the UK</li> <li>• provide a balanced overall evaluative comment on the extent to which citizens have a significant influence on the political system</li> <li>• provide a clear, coherent line of argument</li> </ul> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical/ evaluative comments.</p> <p>Award up to <b>6 marks</b> per point. Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>parties are represented in the parliament. <b>(2 marks developed analysis)</b></p> <p>In a democratic political system such as in the UK, there are a range of elected bodies which voters may vote for, such as the UK parliament which has power over matters across the whole of the UK, eg foreign policy and most welfare benefits; and the Scottish parliament which only has powers over a limited range of devolved matters, eg education and health in Scotland. <b>(2 marks KU with exemplification)</b> The UK parliament uses the first-past-the-post system of election which tends to produce a result which is not very proportional to the number of votes cast for each political party. The Scottish parliament uses a more proportional system of election, known as the additional member system, where voters can vote for an MSP for their constituency and vote for a party on a regional list, which usually means that more parties are represented in the parliament. <b>(2 marks developed analysis)</b> As a result of the voting system used for the Scottish parliament, it could be said that voters have a greater influence on the political system than in UK-wide elections for the UK parliament as citizens have a range of different representatives of different parties that they can contact and lobby – while in the UK parliament, each constituency has only one MP, who may not be of the same party supported by the voter and possibly not sympathetic to their views. This means that voters have a bigger influence on the Scottish parliament than on the UK parliament. <b>(2 marks evaluative commentary developing on KU and analysis) (6 marks total)</b></p>

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

Question		General marking principles	Max mark	Detailed Marking Instructions for this question
1	(b)	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding /a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/ implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Evaluation involves making a judgement based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact/significance of the factors when taken together; the relative</p>	<b>20</b>	<p><i>Candidates can be credited in a number of ways up to a maximum of 20 marks.</i></p> <p>Possible approaches to answering the question:</p> <p>Independence for Scotland would mean that Scotland would be an independent country with power over all political decisions and the Scottish parliament would be able to make decisions on all matters such as taxation and foreign policy. Devolution means that Scotland is part of the United Kingdom and has power over some devolved matters such as health and education but the UK parliament has powers over reserved matters such as foreign policy and welfare benefits. <b>(2 marks KU with exemplification)</b></p> <p>Independence is a different approach to government as it involves Scotland taking complete responsibility for its own affairs and making all decisions on all matters. This approach means that Scotland can introduce policies which are more suited to the needs of Scotland. For example, Scotland may wish to encourage more immigration into the country as it has a relatively small population and more immigrants may help the economy – while in the UK as a whole, this may not be the best policy as in many parts of England there is overcrowding and a lack of space to build new homes. <b>(2 marks analysis with some evaluative comment)</b></p> <p>Devolution is different to independence as it gives some power to the Scottish parliament but some matters are decided on a UK-wide basis. This means that decisions on foreign policy are made by the UK parliament. The United Kingdom is a larger and more powerful country than Scotland on its own so would have more power and influence in international politics, for example in the EU, than Scotland if it was independent. <b>(2 marks analysis with some evaluative comment)</b></p> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p>

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Question	General marking principles	Max mark	Detailed Marking Instructions for this question
	<p>importance of factors in relation to the context.</p> <p>Credit responses that:</p> <ul style="list-style-type: none"> <li>• make reference to the political system in Scotland, the political system in the UK or the political system in Scotland and the UK</li> <li>• provide a balanced overall evaluative comment referring to both independence and devolution</li> <li>• provide a clear, coherent line of argument</li> </ul> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical/ evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Where a candidate makes more analytical/ evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		

**Section 2: Social Issues in the United Kingdom**

Question	General marking principles	Max mark	Detailed Marking Instructions for this question
2	<p>The candidate is required to interpret/evaluate up to three complex sources of information detecting and explaining the extent of objectivity.</p> <p>In order to achieve credit candidates must show evidence which supports the extent of accuracy in a given viewpoint.</p> <ul style="list-style-type: none"> <li>• Award up to <b>3 marks</b> for appropriate use of evidence depending on the quality of the explanation and the synthesis of the evidence for any one explanation of the extent of objectivity.</li> <li>• For <b>full marks</b> candidates must refer to all sources in their answer.</li> <li>• For <b>full marks</b> candidates must make an overall judgement as to the extent of the accuracy of the given statement.</li> <li>• Maximum of <b>6 marks</b> if no overall judgement made on extent of accuracy of the statement.</li> </ul> <p>Candidates may be awarded up to a maximum of <b>2 marks</b> for incorporating an evaluation of the reliability of the sources in their explanations, although this is not mandatory.</p>	8	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p><b>Evidence that supports the view (...all kinds of crime have fallen in Scotland)</b></p> <ul style="list-style-type: none"> <li>• Source A says “The risk of being a victim of crime also dropped from 20.4% in 2008-2009 to 16.9% in 2012-2013, a drop described as ‘significant’ by the report.” <b>(1 mark)</b></li> <li>• Source B shows that property crime fell by 21% between 2008/09 and 2012/13 and 12% in the year 2010/11. This shows a large fall since Source A tells us that “... most crime committed in Scotland is property crime with violent crime being under one-third of all crime in 2012-2013.” <b>(2 marks, synthesis of evidence across sources)</b></li> </ul> <p><b>Evidence that does not support the view (...all kinds of crime have fallen in Scotland)</b></p> <ul style="list-style-type: none"> <li>• Crime may still be seen as a problem as Source A says “one in six adults in Scotland was the victim of at least one crime in the year to the end of March 2013” and “those living in the most deprived areas were more likely to be a victim of crime”. <b>(2 marks, synthesis of evidence within a source)</b></li> <li>• Source A says, “Violent crime continues to concern the public and the fear of being the victim of a violent crime such as mugging is increasing. The perceived risk of this is almost 20% higher than the actual risk”. This is supported by Source B which shows that violent crime increased between 2010/11 and 2011/12 by 7%. <b>(2 marks, synthesis of evidence across sources)</b></li> </ul>

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Section 2: Social Issues in the United Kingdom			
Question	General marking principles	Max mark	Detailed Marking Instructions for this question
			<p><b>Evidence that partially supports the view (...all kinds of crime have fallen in Scotland)</b></p> <ul style="list-style-type: none"> <li>Source A states: “Reported crime in Scotland has fallen by 22% in the past four years, according to official figures published in the Scottish Crime and Justice Survey.” This is backed up by some evidence in Source B which shows most kinds of property crime falling, eg vandalism has fallen by 37% over this period; however it is not completely accurate as housebreaking has increased over the same period by 36%. <b>(3 marks, synthesis of evidence across and within sources)</b></li> </ul> <p><b>Candidates may also be credited up to 2 marks on any comment/evaluation of the origin and reliability of the sources.</b></p> <ul style="list-style-type: none"> <li>The sources of evidence used are reliable and largely support the view as the Scottish Crime and Justice Survey (SCJS) is a large-scale survey of around 12,000 face-to-face interviews and Source A says it is “consistent with recorded crime statistics which show crime in Scotland is at its lowest level in almost 40 years”. <b>(2 marks)</b></li> </ul> <p>For full <b>marks</b>, candidates must make an overall judgement as to the extent of the accuracy of the given statement.</p> <p>Overall, the evidence <b>does</b> support view as:</p> <p>The evidence used is reliable and has been collected over several years. While some crime figures have increased, eg housebreaking has gone up by 36%, over the period 2008/09 to 2012/13 the overall figure has fallen by 22% and both property crime and violent crime have fallen by 21% and 25%. <b>(2 marks)</b></p>

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Question		General marking principles	Max mark	Detailed Marking Instructions for this question
3	(a)	<p>Evaluation involves making a judgement(s) based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact/significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> <li>• the importance of lack of success in education as a factor causing social inequality</li> <li>• an evaluation of the importance of lack of success in education as a factor causing social inequality in comparison with at least one other factor</li> </ul> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Candidates should be credited up to</p>	12	<p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Possible approaches to answering the question:</p> <p>If someone is not successful in education they may not find a job and so will be unemployed and have to rely on benefits. <b>(1 mark for basic explanation)</b></p> <p>There seems to be a strong link between lack of success in education and social inequality as many of the poorest in society have not been successful in education and have left school without qualifications. This means that they are less likely to be in employment, or if they are employed it is more likely to be in low-paid, unskilled jobs and jobs which have little security. <b>(2 marks for explanation of link between education and social inequality)</b></p> <p>Family background is often given as an explanation for social inequality. People who live in poverty often come from families that were poor. Families can often be trapped in a cycle of poverty. Children who do not do well in education may also come from families whose parents did not do well in education. This disadvantage can be passed on to their children as the parents may not see education as being important and may not encourage their children to do well at school. If the family is poor they may not have enough money to pay for books, materials or computers to support their children in education. It may also be the case that the parents do not have the confidence to help their children with their schoolwork so the children are at a disadvantage compared with children where the parents have been successful in education. <b>(3 marks for detailed explanation of link between success in education and social inequality)</b></p> <p>Some people would question the link between lack of success in education and social inequality. They would claim that many people have become successful even although they have not performed well in school, gained qualifications or gone to university. For example, Richard Branson has become very wealthy through starting several international businesses and he left school with few qualifications. However, although</p>

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Question		General marking principles	Max mark	Detailed Marking Instructions for this question
		<p><b>full marks</b> if they answer within a Scottish context only, a UK context only or refer to both Scotland and the UK.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>there may be cases of successful people who have not done well in education, evidence shows that people who have had a successful education are more likely to go to university and have a professional career with higher earnings over their lifetime. <b>(3 marks for evaluation of lack of success in education as a factor causing social inequality)</b></p> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p>
<b>3</b>	<b>(b)</b>	<p>Evaluation involves making a judgement(s) based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact/significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> <li>• the role of the benefits system as a way of tackling inequality</li> <li>• an evaluation of the success/shortcomings of the benefits</li> </ul>	<b>12</b>	<p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Possible approaches to answering the question:</p> <p>The government provides a wide range of benefits to help those in need, have no other source of income or are on a low income. These benefits include child benefit, old age pensions, working tax credits and universal credit. <b>(2 marks; description of role of benefits and examples)</b></p> <p>One benefit paid by government to help tackle inequality is child benefit. This is a benefit paid to help with the additional costs of bringing up children. The amount paid is £20.50 per week for the eldest child and £13.55 for each additional child. This helps to tackle inequality as these payments are very important to those who have a very low income and make a big difference to the family income in a poor household. Child benefit is not paid in full to households with a high income – after £50,000 the amount of child benefit paid is reduced. This means that it helps to reduce inequality as families on low income get more in benefit than high-income families. <b>(3 marks; explanation of child benefit and evaluation of effectiveness)</b></p> <p>Some would claim that the benefit system is not effective in tackling inequality as the</p>

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Question		General marking principles	Max mark	Detailed Marking Instructions for this question
		<p>system as a way of tackling inequality</p> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Candidates should be credited up to <b>full marks</b> if they answer within a Scottish context only, a UK context only or refer to both Scotland and the UK.</p> <p>Where a candidate makes more evaluative point than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>amount of benefits paid is low – and well below the level of average earnings. It is also claimed that benefits can lead to people being trapped in poverty as they become dependent on benefits and have no incentive to find a job as they will lose benefits and have to pay tax so they could be worse off in work. <b>(2 marks; evaluation of effectiveness of benefits as a way of tackling inequality)</b></p> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p>
<b>3</b>	<b>(c)</b>	<p>Evaluation involves making a judgement(s) based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact/significance of the factors when taken together; the relative importance of</p>	<b>12</b>	<p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Possible approaches to answering the question:</p> <p>There seems to be a strong link between lack of success in education and crime as many criminals have not been successful in education as they have left school without qualifications and a high proportion of people in prison lack basic skills of reading and writing, indicating that they have not been successful in education. <b>(2 marks for explanation of link between education and crime)</b></p>

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Question	General marking principles	Max mark	Detailed Marking Instructions for this question
	<p>factors in relation to the context.</p> <p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> <li>• the importance of lack of success in education as a factor causing crime</li> <li>• an evaluation of the importance of lack of success in education as a factor causing crime in comparison with at least one other factor</li> </ul> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Candidates should be credited up to <b>full marks</b> if they answer within a Scottish context only, a UK context only or refer to both Scotland and the UK.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>	4	<p>Theoretically, there are a number of reasons to support the suggestion that a lack of success in education causes an increase in crime. First, lack of education reduces wages and, therefore, those on low wages or without any wages may be more likely to engage in criminal activity. Second, young people may learn to be more patient through schooling and place more weight on their potential future earnings rather than becoming involved in crime, eg stealing. Third, those with little success in education may feel let down by legitimate society and are therefore less likely to accept the rules and laws of that society. Further, less well-educated people tend to mix more with other people who are involved in criminal activity. <b>(4 marks for detailed explanation of link between education and crime)</b></p> <p>Some people would question the link between lack of success in education and crime. They would claim that there are many factors which can cause crime, one of which would be poverty or social deprivation. While this is true, it is also the case that being poor or coming from a socially deprived background may also lead to a lack of success in education or leaving school early without qualifications. This spiral of inequality can also lead to more people becoming involved in crime. So, poverty is not an alternative to the theory that lack of education is a cause of crime, but it is linked. <b>(2 marks for evaluation of lack of success in education as a factor causing crime in comparison with poverty)</b></p> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p>

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Question	General marking principles	Max mark	Detailed Marking Instructions for this question
3 (d)	<p>Evaluation involves making a judgement(s) based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact/significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> <li>• the role of prison as a way of tackling crime</li> <li>• an evaluation of the success/shortcomings prison as a way of tackling crime</li> </ul> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Candidates should be credited up to <b>full marks</b> if they answer within a Scottish context only, a UK context only or refer to both Scotland and the</p>	<b>12</b>	<p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Possible approaches to answering the question:</p> <p>Prison is an effective way of tackling crime because someone who is locked up in prison is not free to be on the street and attack people. <b>(1 mark; basic explanation of role of prison)</b></p> <p>Prison is not an effective way of tackling crime as prisons are often overcrowded and short-staffed. This means that prisoners are often locked up for most of the day and prisons are unable to carry out much rehabilitation – such as education classes to give prisoners skills to help them get a job when they are released from prison. As a result, there is a high rate of recidivism with people who are released from prison going on to commit more crimes and being returned to prison for another sentence. <b>(3 marks detailed explanation of role of prison and evaluative comment on its effectiveness)</b></p> <p>Prison can be an effective method of tackling crime as it involves the loss of freedom and so is a form of punishment. This will act as a deterrent to many people and stop them from committing a crime as they would fear being locked up for a period of time away from their friends and families. <b>(2 marks; evaluation)</b></p> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p>

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Question		General marking principles	Max mark	Detailed Marking Instructions for this question
		<p>UK. Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		
4		<p>The candidate is required to interpret/evaluate up to three complex sources in order to reach conclusions.</p> <p>In order to achieve credit candidates must show evidence which explains the conclusions reached.</p> <p>Award up to <b>3 marks</b> for appropriate use of evidence depending on the quality of the explanation and the synthesis of the evidence to reach any one conclusion.</p> <p>For <b>full marks</b> candidates must refer to all sources in their answer.</p> <p>For <b>full marks</b> candidates must reach conclusions about each of the points given and make an overall conclusion on the issue.</p>	<b>8</b>	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Possible approaches to answering the question:</p> <p><b>The impact of the conflict on people within Syria</b></p> <p>Source A states, “Over 100,000 people are estimated to have died, several million have been driven from their homes by the conflict and millions are in urgent need of humanitarian assistance.” This is supported by Source B which shows the number of deaths per week to October 2013. The number of deaths has risen, with over 1,000 deaths in some weeks showing that the conflict is having a huge impact on the lives of people in Syria. <b>(2 marks, synthesis of evidence across Sources A and B with conclusion)</b></p> <p>Source A says “The country soon descended into civil war as armed rebel brigades battled government forces for power”. Source A also says that many people across Syria are affected by the conflict as large parts of the country are controlled by the government; other areas are controlled by rebels and a number of cities such as Dar’a and Aleppo are contested, showing that there is fighting going on all over the country. <b>(3 marks for synthesis within a source including use of map)</b></p> <p><b>The impact of the conflict on neighbouring countries</b></p>

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Question			General marking principles	Max mark	Detailed Marking Instructions for this question
					<p>The conflict is having a major impact on neighbouring countries as Source A states “One of the great fears is that the conflict could spread to Syria’s neighbours. Lebanon in particular is vulnerable because of the fragility of the present peace between its different religious groups.” <i>and</i> “Huge numbers of Syrians have fled the conflict to find refuge in neighbouring countries.” <b>(2 marks, detailed synthesis within a source)</b></p> <p>“One of the great fears is that the conflict could spread to Syria’s neighbours.” People living in countries in the area are worried that the conflict may spread to their countries. (Source A) The map shows that several countries border Syria including Iraq, Turkey, Lebanon and Jordan. Source C shows that in all these countries, a majority of people are concerned that the violence in Syria will spread to neighbouring countries with 90% of people in Lebanon concerned and even Turkey, which has the lowest figure, showing 54% of people are concerned. <b>(3 marks synthesis and detailed use of sources)</b></p> <p><b>Possible overall conclusion about the impact of the conflict in Syria.</b></p> <p>The overall conclusion is that the conflict in Syria is having a very serious impact both within the country and on neighbouring countries as many thousands have been killed and forced to leave their homes. Many people in neighbouring countries are worried that the conflict could spread to them and many refugees have gone to these countries. <b>(2 marks for a valid overall conclusion based on evidence)</b></p> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p>

**Section 3: International Issues**

Question		General marking principles	Max mark	Detailed Marking Instructions for this question
5	(a)	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/ a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/ implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Where a candidate makes more</p>	12	<p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Depending on the world power chosen, candidates may make reference to any relevant aspects, such as:</p> <ul style="list-style-type: none"> <li>• nature of political system</li> <li>• extent of democracy</li> <li>• constitutional arrangements</li> <li>• opportunities to form, join, campaign for political parties</li> <li>• role of electoral system</li> <li>• extent of human and political rights</li> <li>• role of media</li> <li>• opportunities to take part in pressure group/interest group activities</li> </ul> <p><b>In the USA:</b> Citizens have a wide range of opportunities to put forward their views. One way of having your views represented is through voting for elected officials. The US Constitution guarantees the right to vote for a large range of political offices including the President of the USA, both houses of Congress and a wide range of state and local officials. Although there are many opportunities for US citizens to express their views through voting, turnout in elections, especially at the lower level, is often low. <b>(3 marks for KU of US political system and analysis of contradictions)</b></p> <p><b>In China:</b> In theory, China is a multi-party socialist state. In the highest bodies of the Chinese government, nine political parties are represented, including the Communist party. However, the views of Chinese citizens are not well-represented as the Communist party is by far the largest party and the other eight parties are only allowed by permission of the CPC and will not disagree or act as an opposition to the views of the CPC. It is also the case that Chinese citizens are not allowed to vote directly for the higher bodies in the political system as the higher bodies are chosen by the body below. Chinese citizens only have the right to directly elect representatives at the</p>

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Question		General marking principles	Max mark	Detailed Marking Instructions for this question
		analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.		<p>very lowest level such as villages, towns and counties. While some limited discussion and debate is allowed, views which contradict the official view of the CPC will not be permitted. <b>(6 marks for detailed explanation and analysis)</b></p> <p><b>In South Africa:</b>                      Since the end of apartheid, all citizens have had the right to vote and there are a wide range of political parties which South Africans can choose from. Over the last 20 years, many new political parties have been formed, showing that there are opportunities for different views to be represented. In 2014, the fifth election was held since the end of apartheid and which allows all South Africans to vote. Elections are held every five years for the National Assembly and the provincial legislatures. The African National Congress is the main party in South Africa and it won over 60% of the vote. All the other parties received fewer votes, with the Democratic Alliance receiving just over 20% of the vote and the newly formed Economic Freedom Fighters receiving just over 6% of the vote. <b>(4 marks for KU; no analysis provided)</b></p> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p>
5	(b)	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/ a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> </ul>	12	<p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Depending on the world power chosen, candidates may make reference to any relevant approaches to social inequality, such as:</p> <ul style="list-style-type: none"> <li>• ideology of state</li> <li>• welfare system</li> <li>• nature of issues in society</li> <li>• application of legal approaches</li> </ul> <p>Depending on the world power chosen, candidates may make reference to any relevant disadvantaged group, such as:</p> <ul style="list-style-type: none"> <li>• groups affected by poverty</li> </ul>

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Question	General marking principles	Max mark	Detailed Marking Instructions for this question
	<ul style="list-style-type: none"> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/ implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<ul style="list-style-type: none"> <li>• disabled</li> <li>• women</li> <li>• ethnic groups</li> <li>• elderly</li> <li>• young people</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p><b>In the USA:</b> The United States has a capitalist economic system and also has a strong belief in the free market and the principle of personal responsibility. This means that many people in the USA do not believe that the government should have a large role in providing help to those who are not well off. However, over the years a number of measures have been taken to help the disadvantaged in society. One approach is to help poor people with healthcare. Most healthcare in the USA is provided privately and is very expensive. The US government pays for Medicaid – a government insurance programme for people who cannot afford healthcare. The Affordable Care Act (often known as Obamacare) increased the funding for Medicaid and the number of people who could receive it. <b>(4 marks for KU and analysis linking understanding of US approach to welfare with healthcare)</b></p> <p><b>In India:</b> India is one of the largest and poorest countries in the world. It has great inequalities between the rich and the vast majority of the people who are poor. As it is a poor country, the government has only done a limited amount to help the disadvantaged. Business is concerned that if the government spends a lot on helping the poor then it will be bad for economic growth. If more is spent on welfare then it will be bad for business, raise taxes and reduce the chance of India becoming richer. One area where the government has provided some help is in providing cheap or free food to try and reduce the level of malnutrition in the country. Children at school are given a free midday meal and pregnant women and new mothers receive a hot, cooked meal. It has</p>

**Section 3: International Issues**

Question		General marking principles	Max mark	Detailed Marking Instructions for this question
				<p>also been proposed to subsidise basic food such as rice and wheat. <b>(6 marks for KU of government approach and analysis of different views)</b></p> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p>
5	(c)	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul>	12	<p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Depending on the world issue chosen candidates may make reference to any relevant factors, such as:</p> <ul style="list-style-type: none"> <li>• political factors</li> <li>• economic factors</li> <li>• social factors</li> </ul> <p><b>Low level of economic development:</b> One cause of the low level of economic development in Africa is the impact of illness. For example, over half a million people die in sub-Saharan Africa each year because of malaria. Malaria affects families as it reduces their ability to save and being ill from malaria means that people are less able to work and provide for themselves and their families. <b>(3 marks; explanation with examples of link between health and underdevelopment)</b></p> <p><b>Arab spring:</b></p> <ul style="list-style-type: none"> <li>• dissatisfaction with the role of government in a range of countries, including: <ul style="list-style-type: none"> <li>– protests against dictatorships</li> <li>– lack of human rights</li> <li>– corruption</li> </ul> </li> <li>• economic issues, including: <ul style="list-style-type: none"> <li>– economic decline</li> <li>– unemployment</li> </ul> </li> </ul>

**Section 3: International Issues**

Question		General marking principles	Max mark	Detailed Marking Instructions for this question
		<p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical comments.</p> <p>Award up to <b>6 marks</b> per point. Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<ul style="list-style-type: none"> <li>– food price rises</li> <li>– extreme poverty</li> <li>• social factors, including:               <ul style="list-style-type: none"> <li>– large numbers of disenchanted but highly educated young people</li> <li>– use of social media to inform and spread protests</li> </ul> </li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p>
<b>5</b>	<b>(d)</b>	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/ a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/ implications</li> </ul>	<b>12</b>	<p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Depending on the world issue chosen, candidates may analyse aspects such as:</p> <ul style="list-style-type: none"> <li>• nature of issue</li> <li>• international organisations involved</li> <li>• nature of response</li> </ul> <p><b>Poverty in Africa:</b>            Poor health is a major cause of poverty in Africa. Malaria is a major cause of ill health, leading to hundreds of thousands of deaths each year with millions of people suffering. If people are ill they cannot work to their full capacity or even may not be able to work at all. The United Nations is a major international organisation and the World Health Organisation (WHO) is responsible for improving health around the world. The WHO has many programmes to try and tackle malaria, including anti-malaria drugs to treat people affected, nets with insecticide to protect people when they are sleeping and praying of areas to control the mosquitoes which spread the disease. <b>(4 marks for KU of issue and international organisations and links with responses)</b></p>

**Section 3: International Issues**

Question	General marking principles	Max mark	Detailed Marking Instructions for this question
	<ul style="list-style-type: none"> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p><b>Syria:</b></p> <ul style="list-style-type: none"> <li>• condemnation of Syrian government by UN, Arab League, western countries</li> <li>• sanctions, including economic sanctions</li> <li>• UN investigation/inspection of use of chemical weapons</li> <li>• humanitarian assistance for refugees</li> <li>• aid to anti-government forces</li> <li>• threats of military action/intervention</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p>

**[END OF EXEMPLAR MARKING INSTRUCTIONS]**