



National  
Qualifications  
SPECIMEN ONLY

**S849/76/11**

**Modern Studies  
Paper 1**

Date — Not applicable

Duration — 1 hour 45 minutes

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**Total marks — 52**

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

Attempt **ONE** question from 1(a) **OR** 1(b) **OR** 1(c)

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

Part A Social inequality

Part B Crime and the law

Attempt **ONE** question from 2(a) **OR** 2(b) **OR** 2(c) **OR** 2(d)

**SECTION 3 — INTERNATIONAL ISSUES — 12 marks**

Part C World powers

Part D World issues

Attempt **ONE** question from 3(a) **OR** 3(b) **OR** 3(c) **OR** 3(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.



\* S 8 4 9 7 6 1 1 \*

**SECTION 1 — DEMOCRACY IN SCOTLAND AND THE UNITED KINGDOM — 20 marks**Attempt **ONE** question from 1 (a) **OR** 1 (b) **OR** 1 (c)**Question 1**

- (a) To what extent is age the most influential factor on voting behaviour?  
You should refer to Scotland **or** the United Kingdom **or** both in your answer. **20**
- OR**
- (b) To what extent will leaving the European Union have positive implications for the United Kingdom?  
You should refer to Scotland **or** the United Kingdom **or** both in your answer. **20**
- OR**
- (c) To what extent can parliamentary representatives effectively check the powers of the government?  
You should refer to Scotland **or** the United Kingdom **or** both in your answer. **20**

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

Attempt **ONE** question from 2 (a) OR 2 (b) OR 2 (c) OR 2 (d)

**Question 2**

**Part A: Social inequality**

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

- (a) There are many causes of income and wealth inequality.  
Discuss. 20

**OR**

- (b) Government measures have failed to reduce inequalities.  
Discuss. 20

**OR**

**Part B: Crime and the law**

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

- (c) There are many causes of crime.  
Discuss. 20

**OR**

- (d) Non-custodial responses to crime have failed.  
Discuss. 20

[Turn over

**SECTION 3 — INTERNATIONAL ISSUES — 12 marks**Attempt **ONE** question from 3 (a) OR 3 (b) OR 3 (c) OR 3 (d)**Question 3****Part A: World powers**

With reference to a world power you have studied:

- (a) Analyse the opportunities that exist for people to influence decision making. **12**

**OR**

- (b) Evaluate the success of the government in tackling socio-economic inequality. **12**

**OR****Part B: World issues**

With reference to a world issue you have studied:

- (c) Analyse the attempts of international organisations to tackle the issue. **12**

**OR**

- (d) Evaluate the impact of the issue on individuals, families and communities. **12**

**[END OF SPECIMEN 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 specimen question paper.

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## General marking principles for Higher Modern Studies Paper 1

*Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) Where a candidate does not comply with the rubric of the paper and answers two parts in one section, mark both responses and record the better mark.
- (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. Award marks for other relevant points.
- (g) Award marks only where points relate to the question asked. Where candidates give points of knowledge without specifying the context, award marks unless it is clear that they do not refer to the context of the question.
- (h) Award marks for knowledge/understanding where points are:
  - relevant to the issue in the question
  - developed (by providing additional detail, exemplification, reasons or evidence)
  - used to respond to the demands of the question (for example evaluate, analyse).

### Marking principles for each question type

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

The extended-response questions used in this paper are:

- discuss ... 20 marks
- to what extent ... 20 marks
- evaluate ... 12 marks
- analyse ... 12 marks

### Extended response (12 or 20 marks)

For 12 mark questions, award up to 8 marks for knowledge and understanding (description, explanation and exemplification). Award the remaining marks 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**, award as knowledge and understanding marks provided they meet the criteria for this.

For 20 mark questions, award up to 8 marks for knowledge and understanding (description, explanation and exemplification). Award the remaining marks 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 6 marks, award as knowledge and understanding marks provided they meet the criteria for this.

In *Section 1 – Democracy in Scotland and the United Kingdom* and *Section 2 – Social Issues in the United Kingdom*, award marks where candidates' responses refer to Scotland only, to the United Kingdom only, or to both Scotland and the United Kingdom.

- **Discuss questions**  
Candidates communicate ideas and information on the issue in the statement.  
Candidates gain marks for analysing and evaluating different views of the statement or viewpoint.
- **To what extent questions**  
Candidates gain marks for analysing the issue in the question and coming to a conclusion or conclusions which involve an evaluative judgement, which is likely to be quantitative in nature.
- **Evaluate questions**  
Candidates gain marks for making a judgement based on criteria; for determining the value of something.
- **Analyse questions**  
Candidates gain marks for identifying parts of an issue, the relationship between these parts and their relationships with the whole; and for drawing out and relating implications.

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 which should include the key aspects of the issue.	
<p><b>Quality of explanation/exemplification of the issue.</b></p> <p>Award up to the <b>maximum of 8 marks</b> available for KU.</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.	Full explanation of at least two aspects, 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 and implications.</p> <p>Award up to <b>6 marks</b>.*</p>	One relevant and accurate analytical comment.	One relevant and accurate analytical comment that is <b>justified or</b> exemplified <b>or</b> two different relevant and accurate analytical comments.	One developed relevant and accurate analytical comment that is <b>justified 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 <b>justified and</b> exemplified. These should relate closely to the question and may be linked for <b>6 marks</b> .



	1 mark	2 marks	3 marks	4 marks	5-6 marks
<b>Structure</b> Develops a consistent and clear line of argument. Award 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 or 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. Award 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 or 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 or 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 and which considers a range of viewpoints.	

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

**Note:** 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.

Award a **maximum of 6 marks** (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 12 mark questions (KU = 8 marks; analysis/evaluation = 4 marks)

	1 mark	2 marks	3 marks	4 marks
<p><b>Range of relevant knowledge.</b></p> <p>Accurate, relevant, up-to-date.</p>	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 which should include the key aspects of the issue.
<p><b>Quality of explanation/exemplification of the issue.</b></p> <p>Award up to the maximum of 8 marks available for KU.</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.	Full explanation of at least two aspects, 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></p> <p>Comments that identify relationships, implications and make judgements</p> <p>Award up to 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 marks, award these as knowledge and understanding marks, provided they meet the criteria for this.

**Note:** answers to 12 mark questions should demonstrate at least two relevant aspects of knowledge.

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.

Award a **maximum of 6 marks** (from 8 for KU) if there is no accurate or relevant exemplification.

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

## Marking instructions for each question

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

Question		General marking instructions	Max mark	Specific marking instructions for this question
1.	(a)	<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (for example, of an idea, theory, argument) 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 or interpretations</li> <li>• possible consequences or implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <p>Evaluation involves making judgements based on criteria,</p>	20	<p>Candidates can gain marks in a number of ways <b>up to a maximum of 20 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• analysis and evaluation of the influence of age in voting in recent elections and referenda</li> <li>• different factors other than age that influence voting behaviour</li> <li>• implications of different factors influencing voting behaviour.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• media</li> <li>• social class</li> <li>• gender</li> <li>• geographical location or residence</li> <li>• ethnicity</li> <li>• party leader competence and image</li> <li>• issues.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>Possible approaches to answering this question:</b></p> <p><b>Response 1</b> Age is an important factor which will affect the way a person votes. Young voters are classed as 18-24 year olds followed by categorising voters from</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact or significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Award up to <b>full marks</b> if candidates answer within a Scottish context only, a UK context only, or refer to both Scotland and the UK as appropriate.</p> <p>Where candidates make more analytical and/or evaluative points than are required to gain the maximum allocation of marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>25-34 year olds and 35-44 year olds. A majority of voters in all three of these age groups voted Labour in the 2017 General Election. <b>(1 mark KU)</b> These groups are more likely to agree with Labour party policies on issues such as the NHS, education, taxation and the welfare state. <b>(1 mark analysis)</b> Amongst older voters in the 45-54 year old, 55-64 year old and over-65s age groups, there was a majority vote for the Conservatives. <b>(1 mark KU)</b> So voters are more likely to be socialist when they are young but become more conservative as they get older. <b>(1 mark evaluation)</b>  <b>Total 4 marks – 2 marks KU, 1 mark analysis, 1 mark evaluation.</b></p> <p><b>Response 2</b>  Age is a factor that can determine voting behaviour. Historically, elections show that young voters are more likely to vote Labour than Conservative. <b>(1 mark KU)</b> For instance in the 2017 UK General election 62% of 18-24 year olds voted for Labour compared to 27% who voted Conservative. <b>(1 mark KU)</b> The young tend to vote for Labour due to the feeling that the Labour party and their policies represent a challenge to authority and the establishment which younger people are more likely to find attractive. <b>(1 mark analysis)</b> In contrast, older voters are more likely to vote Conservative. 61% of over 65 year olds voted Conservative compared to 25% for Labour in the 2017 General Election. <b>(1 mark KU)</b> The elderly are more inclined to vote Conservative because their policies on issues like pensions and tax are more likely to benefit them and also because the elderly are more likely to be opposed to radical social changes, which the Conservative party's policies are in line with. <b>(1 mark analysis)</b> 2017's General Election shows that the Conservatives won the most seats which suggests it is the votes of the elderly which are most influential. <b>(1 mark evaluation)</b>  <b>Total 6 marks – 3 marks KU, 2 marks analysis, 1 mark evaluation.</b></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p><b>Response 3</b>            Although age can be a factor in voting, how someone votes is often influenced by their views on political parties, their policies and their leaders. The media, including newspapers, television and radio as well as new media such as social networking, plays an important role in shaping how a leader or a political party and their policies are portrayed. <b>(1 mark KU)</b> Parties such as the Labour Party, the Conservatives and the SNP clearly believe that the media plays a part in influencing how people vote as they spend a lot of money on spin doctors, media monitoring units and rapid rebuttal teams to ensure that the public are aware of their policies. <b>(1 mark KU)</b> This level of commitment shows that the media can be a key factor in influencing voting behaviour. <b>(1 mark evaluation)</b>  <b>Total 3 marks – 2 marks KU, 1 mark evaluation.</b></p> <p>Where candidates provide answers which deal only with the influence of age, award a maximum of 12 marks.</p>

Question		General marking instructions	Max mark	Specific marking instructions for this question
	(b)	<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (for example, of an idea, theory, argument) 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 or interpretations</li> <li>• possible consequences/ implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul>	20	<p>Candidates can gain marks in a number of ways up to a maximum of 20 marks.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• analysis and evaluation of the positive implications leaving the EU may have for the UK</li> <li>• analysis and evaluation of the negative implications leaving the EU may have for the UK.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• soft versus hard Brexit</li> <li>• sovereignty and legislative autonomy</li> <li>• border control, freedom of movement and immigration</li> <li>• human rights issues</li> <li>• employment law and workers' rights, for example EU Working Time Directive</li> <li>• security, Europol, European Arrest Warrant</li> <li>• EURATOM</li> <li>• single market, customs union, Free Trade</li> <li>• hard/no-deal Brexit and World Trade Organisation rules</li> <li>• UK's global influence as part of the EU and influence as a sovereign nation</li> <li>• UK economic opportunities, for example bilateral trade agreements.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
		<p>Evaluation involves making judgements 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 or significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Award up to <b>full marks</b> if candidates answer within a Scottish context only, a UK context only, or refer to both Scotland and the UK as appropriate.</p> <p>Where candidates make more analytical and/or evaluative points than are required to gain the maximum allocation of marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>	<p><b>Possible approaches to answering this question:</b></p> <p><b>Response 1</b> Leaving the EU has possible trade benefits for the UK. Brexiteers argue that this will allow the UK to arrange Free Trade deals with individual countries. <b>(1 mark KU)</b> President Trump and Prime Minister Jacinda Ardern of New Zealand have expressed interest to quickly establish post-Brexit trade deals with the UK. <b>(1 mark KU)</b> <b>Total – 2 marks KU.</b></p> <p><b>Response 2</b> The UK has voted to leave its largest trading partner and biggest market for its exports. Over 40% of UK exports are to the EU and over 50% of our imports come from EU countries. <b>(1 mark KU)</b> UK Government analysis of the impact of Brexit showed every possible post-Brexit relationship between the UK and the EU will make the UK economically worse off. <b>(1 mark analysis)</b> If the UK ends up with the ‘softest’ Brexit, its economy will be 2% worse off, a ‘softish’ Brexit will make the economy 5% worse off, but a ‘hard’, no-deal Brexit will make the economy 15% worse off over the following 15 years. <b>(1 mark KU)</b> Leaving the EU will therefore damage the UK economically but the degree of this damage will depend on the type of relationship the UK achieves with the EU zone after negotiations, the hardest of Brexits bringing the most damaging outcomes. <b>(2 marks evaluation)</b> <b>Total 5 marks – 2 marks KU, 1 mark analysis, 2 marks evaluation.</b></p> <p><b>Response 3</b> By leaving the EU the UK will regain sovereignty and control over its own law and legal affairs. The UK Parliament, Scottish Parliament and the UK Supreme Court will now be the main creators and interpreters of laws in the UK rather than the EU and EU courts whose laws and legal decisions currently override those of the UK. <b>(2 marks KU)</b> However, while the UK will regain legal freedom from the EU courts there are problems if UK laws start to differ too much from</p>

Question			General marking instructions	Max mark	Specific marking instructions for this question
					<p>the laws of the EU zone. Many of our human rights, working rights, and food and safety standards are based on EU laws. There is a fear that human rights and workers' rights may be removed to make it easier for businesses to operate in the UK and make profits. <b>(1 mark KU, 1 mark analysis)</b> If we introduce lower standards of safety in our products or food we will find it difficult to sell them into the EU market as they will not comply with their standards, which could be damaging to our economy, especially to small and medium-sized enterprises. <b>(1 mark analysis)</b> So while it would be good to regain sovereignty, it would cause some economic problems. <b>(1 mark evaluation)</b>  <b>Total 6 marks – 3 marks KU, 2 marks analysis, 1 mark evaluation.</b></p> <p>Where candidates provide answers which deal with only one side of the Brexit debate, award a <b>maximum of 12 marks.</b></p>



Question	General marking instructions	Max mark	Specific marking instructions for this question
(c)	<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (for example, of an idea, theory, argument) 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 or interpretations</li> <li>• possible consequences or implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <p>Evaluation involves making judgements based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative</p>		<p>Candidates can gain marks in a number of ways up to a maximum of 20 marks.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• analysis and evaluation of the Scottish or UK legislative processes and opportunities for scrutiny of the government</li> <li>• provide balanced analytical/evaluative comment on the ways parliamentary representatives can check government power.</li> </ul> <p>Candidates may refer to:</p> <p><b>Scotland</b></p> <ul style="list-style-type: none"> <li>• First Minister's questions</li> <li>• work of committees</li> <li>• questions to individual ministers</li> <li>• voting</li> <li>• type of government can affect effectiveness – minority, majority or coalition</li> <li>• size of government majority</li> <li>• backbench rebellion</li> <li>• debates and motions</li> <li>• role and power of the whips</li> <li>• decision time.</li> </ul> <p><b>UK</b></p> <ul style="list-style-type: none"> <li>• Prime Minister's questions</li> <li>• select committees</li> <li>• questions to individual ministers</li> <li>• role of House of Lords as amending chamber</li> <li>• power of the whips</li> <li>• type of government – minority, majority and coalition</li> </ul>

Question	General marking instructions	Max mark	Specific marking instructions for this question
		<p>interpretations; the overall impact or significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Award up to <b>full marks</b> if candidates answer within a Scottish context only, a UK context only, or refer to both Scotland and the UK as appropriate.</p> <p>Where candidates make more analytical and/or evaluative points than are required to gain the maximum allocation of marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>	<ul style="list-style-type: none"> <li>• size of government majority</li> <li>• backbench rebellion</li> <li>• early day motions/ten minute bills</li> <li>• voting</li> <li>• Salisbury Convention for policies in government manifesto.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>Possible approaches to answering this question:</b></p> <p><b>Response 1</b>  In the Scottish Parliament MSPs can hold the Scottish Government to account through asking questions of the First Minister, Nicola Sturgeon, at First Minister’s Questions every Thursday. The leader of the opposition, the Conservative party leader Ruth Davidson, gets to ask six questions which force the government to defend and explain their actions.  <b>Total – 2 marks KU.</b></p> <p><b>Response 2</b>  Committees in the Scottish Parliament are made up of MSPs and have considerable powers to scrutinise the legislation of the Scottish Government, in areas such as health and education. <b>(1 mark KU)</b> As the Scottish Parliament has only one chamber, committees play a stronger role in checking the actions of government in Scotland than they do in other parliaments which are bicameral like the UK Parliament. <b>(1 mark evaluation)</b> However, the membership of committees reflects the size of the parties in parliament so the SNP are more likely to be the biggest group on each committee and are more likely to hold the convenorship of committees. <b>(1 mark analysis)</b> This gives the SNP and their government considerable power to overcome scrutiny by other MSPs and parties. <b>(1 mark evaluation)</b>  <b>Total 4 marks – 1 mark KU, 1 mark analysis, 2 marks evaluation.</b></p>

Question			General marking instructions	Max mark	Specific marking instructions for this question
					<p><b>Response 3</b>  As elections for the Scottish Parliament are based on the Additional Members System it is less likely to provide an overall majority for the governing party. Since 2016's Scottish Parliamentary elections the SNP has had to govern as a minority due to the fact they only gained 63 of the 129 MSPs. <b>(2 marks KU)</b> This means they need the support of other parties or MSPs to pass their legislation. <b>(1 mark analysis)</b> In 2017 the SNP minority government needed the support of the Green Party's 6 MSPs to pass their budget. As a result the Green Party was able to get some concessions from the SNP including keeping the 40% income tax rate and getting an extra £160 million for local councils. <b>(1 mark KU, 1 mark analysis)</b> This shows that when a government does not have an overall majority it is easier for parliament and other parties to hold them to account and limit what they can do. <b>(1 mark evaluation)</b>  <b>Total 6 marks – 3 marks KU, 2 marks analysis, 1 mark evaluation.</b></p>

## Section 2: Social inequality

Question		General marking principles	Max mark	Specific marking instructions for this question
2.	(a)	<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (for example, of an idea, theory, argument) 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 or interpretations</li> <li>• possible consequences or implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <p>Evaluation involves making judgements based on criteria, drawing conclusions on the extent to which a view is supported by the</p>	20	<p>Candidates can gain marks in a number of ways up to a maximum of 20 marks.</p> <p>Where candidates responses consider only one cause of inequality, award a maximum of 12 marks.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• make reference to causes of economic inequality</li> <li>• provide balanced analytical/evaluative comments referring to causes of economic inequality.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• employment/unemployment status</li> <li>• educational inequalities</li> <li>• social class inequalities</li> <li>• gender/ethnic inequalities</li> <li>• regional inequalities</li> <li>• capitalist economics</li> <li>• austerity policies and welfare reform</li> <li>• taxation</li> <li>• housing</li> <li>• concentration of wealth amongst top 1%, for example ownership of stocks and shares.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p>

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		<p>evidence; counter-arguments including possible alternative interpretations; the overall impact or significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Award up to <b>full marks</b> if candidates answer within a Scottish context only, a UK context only, or refer to both Scotland and the UK as appropriate.</p> <p>Where candidates make more analytical and/or evaluative points than are required to gain the maximum allocation of marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>	<p><b>Possible approaches to answering this question:</b></p> <p><b>Response 1</b> Whether someone has a job as well as the type of job they have is a key cause of inequality. The unemployed are on benefits which are designed to provide the minimum amount required to get by. Other workers may only have part-time work earning the minimum wage (£7.83) which means that their income and level of pay is much lower than the average wage. <b>(2 marks KU)</b> As a result, low-income earners may have a lower quality of life, poorer diet, and suffer more stress and anxiety. <b>(1 mark analysis)</b> <b>Total 3 marks – 2 marks KU, 1 mark analysis.</b></p> <p><b>Response 2</b> The housing market is widening the wealth gap across the UK between different generations and regions of the country. This gap is growing between younger and older generations due to the inability of the young to be able to afford or save the large deposits required to gain a mortgage for increasingly more expensive house prices. <b>(2 marks KU)</b> Younger generations therefore do not benefit as much from the wealth that home owning generates as the value of a house can increase over time. <b>(1 mark evaluation)</b> The housing market in London and the South of England, although more expensive, is also more profitable than other areas of the UK. <b>(1 mark KU)</b> <b>Total 4 marks – 3 marks KU, 1 mark evaluation.</b></p> <p><b>Response 3</b> Education and educational attainment continues to be the biggest cause of inequality in the UK. The educational system of the UK supports and reinforces inequality within the UK. <b>(1 mark evaluation)</b> Although only 7% of the population go to private school they make up almost 75% of judges, over 70% of top military personnel, and over 50% of journalists and senior civil servants. <b>(1 mark KU)</b> One school, Eton, has even produced 19 of the UK's Prime Ministers. <b>(1 mark KU)</b> This elite, privately-educated group dominate the law,</p>

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					<p>politics, military and media in the UK where the rules work to their advantage. <b>(1 mark analysis)</b> The privately-educated are also more likely to go to university and to the best universities in the UK such as Oxford and Cambridge. Graduates typically earn £12,000 more per year than non-graduates, equivalent to £500,000 more over a working lifetime, but this earnings gap is even bigger for Oxbridge graduates who on average earn £400,000 more than other university graduates over their working lifetime. <b>(2 marks KU)</b> This shows that the income gap between the privately-educated and the rest is a major factor in inequality within the UK. <b>(1 mark evaluation)</b></p> <p><b>Total 7 marks – 4 marks KU, 1 mark analysis, 2 marks evaluation.</b></p> <p><i>Note: apply the 6 mark maximum for response 3 as it only addresses one point (private education).</i></p>

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(b)	<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (for example, of an idea, theory, argument) 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 or interpretations</li> <li>• possible consequences or implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul>	20	<p>Candidates can gain marks in a number of ways up to a maximum of 20 marks.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• government policies that have targeted social and economic inequalities</li> <li>• provide analytical/evaluative comment on the effectiveness of government policies in reducing social and economic inequalities.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• the benefits system – Universal Credit, Tax Credits, Jobseeker’s Allowance, Child Benefit, State Pensions</li> <li>• National Minimum Wage (NMW) and the Living Wage campaign</li> <li>• the impact of austerity measures and government cuts to welfare</li> <li>• the Equality Act 2010 and reference to Equality and Human Rights Commission reports</li> <li>• the NHS and policies to reduce health inequality; the smoking ban (2006); free prescription charges; recommendations of Equally Well report; minimum alcohol prices.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p>

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		<p>Evaluation involves making judgements 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 or significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Award up to <b>full marks</b> if candidates answer within a Scottish context only, a UK context only, or refer to both Scotland and the UK as appropriate.</p> <p>Where candidates make more analytical and/or evaluative points than are required to gain the maximum allocation of marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>	<p><b>Possible approaches to answering this question:</b></p> <p><b>Response 1</b>  One policy introduced to tackle inequalities in wealth is the National Minimum Wage (NMW) which was introduced in 1999 as a way of tackling poverty amongst low-paid workers. <b>(1 mark KU)</b> At the time it was effective in reducing economic inequalities as it raised the pay of 1.3 million workers. Furthermore, according to the Low Pay Commission, 2 million workers have benefited from recent increases in the NMW, significantly 3/4 of these are women. This shows that people are earning more and that government attempts to tackle wealth inequality through the NMW have been partly effective in reducing low income. <b>(2 marks evaluation)</b> However, it is now argued that the NMW is not sufficient to meet minimum living standards. According to research by the Joseph Rowntree Foundation, in 2015 single people needed to earn at least £17,000 to achieve a minimum income standard, while couples with two children needed to earn at least £20,000 each. <b>(1 mark KU, 1 mark analysis)</b>  <b>Total 5 marks – 2 marks KU, 1 mark analysis, 2 marks evaluation.</b></p> <p><b>Response 2</b>  The UK Government has recently reformed the benefit system and introduced the Universal Credit which brings together into one payment previous benefits and tax credits such as Job-Seekers Allowance, Employment and Support Allowance and Working Tax Credits. <b>(1 mark KU)</b> This was introduced to reduce the number of people trapped in benefits by increasing the amount people in low-paid work can claim. <b>(1 mark KU)</b> The government thinks that 3.1 million households will be entitled to claim more, in particular working couples with children will benefit. <b>(1 mark analysis)</b>  <b>Total 3 marks – 2 marks KU, 1 mark analysis.</b></p>



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					<p><b>Response 3</b>  The UK Government has tried to reduce social inequalities by introducing the Equality Act of 2010. This gives greater powers to people facing discrimination for a protected characteristic and so helps to reduce inequalities in employment and social life. <b>(1 mark KU)</b> For example, there remains a gender pay gap in the UK, and the Equality Act gives greater powers to women to sue their employer for discrimination in pay. <b>(1 mark KU)</b>  <b>Total – 2 marks KU.</b></p>

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(c)	<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (for example of an idea, theory, argument) 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 or interpretations</li> <li>• possible consequences or implications</li> <li>• underlying order or structure</li> <li>• understanding of the relative importance of components.</li> </ul>	20	<p>Candidates can gain marks in a number of ways up to a maximum of 20 marks.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• individualistic and collectivist theories on the causes of crime</li> <li>• provide analytical/evaluative comments referring to different factors and their relative importance.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• theories of crime such as individualistic – free will, psychological causes, sociological-functionalism, control theory, labelling, and biological causes of crime</li> <li>• human nature theory</li> <li>• social disorganisation/cultural deviance theory</li> <li>• Robert Merton/Strain theory of crime</li> <li>• Marxist theory</li> <li>• Charles Moore/Underclass theory</li> <li>• Conservative social breakdown theory</li> <li>• family background, lack of education, poverty and social exclusion, peer pressure, drugs and alcohol.</li> </ul> <p>Award marks where candidate responses refer to links between factors such as drug and/or alcohol abuse, peer influence, family influence, but don't mention theorists specifically.</p> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p>

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		<p>Evaluation involves making judgements 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 or significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Award up to <b>full marks</b> if candidates answer within a Scottish context only, a UK context only, or refer to both Scotland and the UK as appropriate.</p> <p>Where candidates make more analytical and/or evaluative points than are required to gain the maximum allocation of marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>	<p><b>Possible approaches to answering this question:</b></p> <p><b>Response 1</b> Some people may be more likely to commit crime because of a lack of success in education. This could lead to higher unemployment and therefore people may resort to crime such as theft instead. <b>(1 mark KU)</b> <b>Total – 1 mark KU.</b></p> <p><b>Response 2</b> There are many theories as to why people commit crimes; the individualist human nature theory is just one. For example, some people agree with Hobbes' belief that human nature explains crime: we are all essentially selfish and will break the law if given the chance. This could explain looting which took place during the 2011 London riots. <b>(2 marks KU)</b> This, however, cannot explain why many people chose not to take part in looting. Indeed, many people chose not to pursue their own self-interest, instead they chose to help those whose shops were being looted, so there are limits to the individualist human nature theory. <b>(1 mark analysis, 1 mark evaluation)</b> <b>Total 4 marks – 2 marks KU, 1 mark analysis, 1 mark evaluation.</b></p> <p><b>Response 3</b> One factor that can cause crime is poverty. In areas of high unemployment and social exclusion you are more likely to have higher crime rates. <b>(1 mark KU)</b> There is a clear link between poverty and certain types of crime. For example, Glasgow has the highest level of poverty with six of the 10 poorest constituencies in the UK being in the city. <b>(1 mark KU)</b> It has some of the highest levels of crime such as theft, housebreaking and assault. This shows that there is a clear link between poverty, deprivation and crime. <b>(1 mark analysis)</b> Theorists like Robert Merton argued that as a result of delinquent sub-cultures that can develop in areas like these, people commit crime in order to obtain things they can't afford and to reach society's goals. <b>(1 mark KU)</b> However, Merton's ideas have been criticised as they do not always explain why some people who live in extreme poverty never consider</p>

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					<p>committing a crime. (1 mark analysis) Clearly there is an element of individual choice as to why some people commit crime. (1 mark evaluation)  <b>Total 6 marks – 3 marks KU, 2 marks analysis, 1 mark evaluation.</b></p> <p>Award a <b>maximum of 12 marks</b> where candidates consider only one cause of crime.</p>

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	(d)	<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (for example of an idea, theory, argument) 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 or interpretations</li> <li>• possible consequences or implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul>	20	<p>Candidates can gain marks in a number of ways up to a maximum of 20 marks.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• make reference to non-custodial punishments in the UK or Scotland</li> <li>• provide analytical/evaluative comments referring to the effectiveness of non-custodial punishments.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• fines</li> <li>• Drug Treatment and Testing Orders (DTTOs)</li> <li>• Community Payback Orders (CPOs)</li> <li>• Restriction of Liberty Orders (RLOs), for example Home Detention Curfews (HDCs)/electronic tagging</li> <li>• Anti-Social Behaviour Orders (ASBOs)</li> <li>• restorative justice</li> <li>• measures contained in the Criminal Justice and Licensing (Scotland) Act 2010.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p>

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		<p>Evaluation involves making judgements 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 or significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Award up to <b>full marks</b> if candidates answer within a Scottish context only, a UK context only, or refer to both Scotland and the UK as appropriate.</p> <p>Where candidates make more analytical and/or evaluative points than are required to gain the maximum allocation of marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>	<p><b>Possible approaches to answering this question:</b></p> <p><b>Response 1</b> Drug Treatment and Testing Orders (DTTOs) are sentences available to the courts for offenders with a serious habit of drug misuse which is linked to offending. DTTOs offer support which is aimed at helping drug misusers kick their habits and break the cycle of their offending. <b>(1 mark KU)</b> However, DTTOs have higher rates of reoffending than some prison sentences and low rates of completion. <b>(1 mark evaluation)</b> <b>Total 2 marks – 1 mark KU, 1 mark evaluation.</b></p> <p><b>Response 2</b> Restorative justice allows victims of crime the opportunity to tell the offender responsible about the harm their actions caused them and how they were affected. In Scotland the Procurator Fiscal can choose to take this course of action if both the victim and perpetrator of a crime agree to it. Dialogue can be face-to-face, by telephone or video-conferencing, or via a third party such as SACRO shuttling information back and forth between the two parties. <b>(2 marks KU)</b> Restorative justice is beneficial as it allows victims to address the criminals who harmed them and helps victims or their families gain closure. It is also cheaper than sending people to prison and reduces reoffending by almost 15% for a range of crimes. <b>(2 marks analysis)</b> <b>Total 4 marks – 2 marks KU, 2 marks analysis.</b></p> <p><b>Response 3</b> Community Payback Orders (CPOs) were introduced by the Scottish Government in 2011 to allow judges to determine the best course of action for sentencing convicted criminals. CPOs give judges the flexibility to apply a sentence which takes into consideration the offender’s criminal record, the risk of them reoffending and their physical and mental health and wellbeing. <b>(2 marks KU)</b> Once a Criminal Justice Social Work report has been carried out a judge can then prescribe several courses of action including unpaid work, supervision, treatment for alcohol or drugs or compensation payments to</p>

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					<p>victims. <b>(1 mark KU)</b> These community sentences have a reoffending rate of approximately 34% compared to around 45% for those who leave prison.</p> <p><b>(1 mark analysis)</b> The fact that reoffending for CPOs is lower than that for prison suggests that CPOs are effective in reducing crime, however this may not be the case as the type of criminal issued with a CPO is less likely to have committed serious or violent crimes or be what could be called a serial offender or career criminal. <b>(2 marks analysis)</b></p> <p><b>Total 6 marks – 3 marks KU, 3 marks analysis.</b></p>

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3.	(a)	<p>Award an analysis mark where candidates use their knowledge and understanding or a source, to identify relevant components (for example, of an idea, theory, argument) 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 or interpretations</li> <li>• possible consequences or implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <p>Award 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>	12	<p>Candidates can gain marks in a number of ways up to a maximum of 12 marks.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• descriptions of political opportunities for people to participate in</li> <li>• an analysis of how different political opportunities can influence decision-making.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• voting in elections at various levels</li> <li>• membership of political parties</li> <li>• standing as a candidate in elections</li> <li>• party activism</li> <li>• interest group membership</li> <li>• activity protest/direct action.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>World power: China</b></p> <p><b>Possible approach to answering this question:</b></p> <p><b>Response – China</b>  There are some opportunities for people to participate politically in China such as voting in village elections. These are held every three years and any villager who is aged 18 or above can vote. <b>(1 mark KU)</b> At these elections people also have the opportunity to put themselves forward as a candidate for election, however candidates are often selected in a process that some say is not always open and transparent. <b>(1 mark KU, 1 mark analysis)</b> However, village committees are limited to decisions on land reform. Decisions regarding more serious issues are made at national or provincial level. <b>(1 mark analysis)</b>  <b>Total 4 marks – 2 marks KU, 2 marks analysis.</b></p>



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		<p>Where candidates make more analytical points than are required to gain the maximum allocation of marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>	<p><b>World power: USA</b></p> <p><b>Possible approach to answering this question:</b></p> <p><b>Response – USA</b>  There are many opportunities for people to participate politically in the USA such as voting during presidential elections. Presidential elections are held every four years and any citizen who is aged 18 or above can vote. (1 mark KU)  During a presidential election cycle, citizens can join a political party such as the Democrats or the Republicans and vote in the primaries to choose their party's presidential candidate. (1 mark KU)  <b>Total – 2 marks KU.</b></p> <p><b>World power: South Africa</b></p> <p><b>Possible approach to answering this question:</b></p> <p><b>Response – South Africa</b>  Many citizens have exercised their political right to protest for and against the rule of the African National Congress in South Africa. In February 2018 during internal party struggles between President Zuma and other ANC leaders, the radical political group Black First Land First organised pro-Zuma demonstrations in Johannesburg using the slogan #HandsOffZuma, while rival demonstrations protested #ZumaMustFall and organised online petitions using this hashtag. (2 marks KU)  <b>Total – 2 marks KU.</b></p>

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(b)	<p>Evaluation involves making judgments 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>Award 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 candidates make more evaluative points than are required to gain the maximum allocation of marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>	12	<p>Candidates can gain marks in a number of ways up to a maximum of 12 marks.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• government action aimed at tackling inequality</li> <li>• an evaluation of the successes and/or shortcomings of these actions.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• health policies</li> <li>• housing policies</li> <li>• education policies</li> <li>• employment</li> <li>• anti-discrimination</li> <li>• welfare policies.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>World power: Brazil</b></p> <p><b>Possible approach to answering this question:</b></p> <p><b>Response – Brazil</b>  One key policy to tackle growing poverty is the welfare strategy of the Bolsa Familia which provides financial support to those families with children living below the poverty line. <b>(1 mark KU)</b> The programme has grown rapidly, and in the past 10 years the number of families receiving payments has risen from 3·6 million to 13·8 million, covering nearly a quarter of Brazil’s population. <b>(1 mark KU)</b> However, the payment is conditional and is only guaranteed if the children are kept in school and get vaccinated. Some also argue the payment is</p>

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			<p>too little to live on, with payments of 70 reais a person to any family below the poverty line of 140 reais a month, hence not really helping end poverty. <b>(2 marks evaluation)</b> Furthermore, some Brazilians have reported that they have tried to claim the benefits paid out by Bolsa Familia and have failed to receive any money from the government. Critics claim that this policy has had limited success and non-payment is often down to the corruption of local officials. <b>(1 mark KU, 1 mark evaluation)</b>  <b>Total 6 marks – 3 marks KU, 3 marks evaluation.</b></p> <p><b>World power: USA</b></p> <p><b>Possible approach to answering this question:</b></p> <p><b>Response – USA</b>  Before the introduction of the Patient Protection and Affordable Care Act (PPACA), or Obamacare as it was nicknamed, approximately 50 million American citizens did not have health insurance because it was either unaffordable or because employers were reducing the health coverage they provided to workers. To assist the 15% of the population who were not covered by their employers or by US healthcare programs such as Medicaid, Barack Obama introduced healthcare reform which extended health coverage to those who did not have it. By law, under Obamacare, all Americans must have health insurance. This is either paid for by themselves, their employer or, if they couldn't afford it, the state. <b>(3 marks KU)</b> Since the introduction of the Affordable Care Act, over twenty million people are estimated to have gained healthcare coverage showing the policy has had some success in tackling health issues in the USA. <b>(1 mark KU, 1 mark evaluation)</b>  <b>Total 5 marks – 4 marks KU, 1 mark evaluation.</b></p>

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			<p><b>World power: China</b></p> <p>Possible approach to answering this question:</p> <p><b>Response – China</b>            Since the 1990s China has lifted more people out of poverty than any other country in the world due to economic reforms, government subsidies and increased pensions. (1 mark KU) China has also tackled urban poverty by offering government subsidies to bring minimum average incomes in urban areas up to \$700. (1 mark KU) However, income and wealth inequality continues to be a huge problem with China having a high Gini coefficient of 0.46. (1 mark analysis)  <b>Total 3 marks – 2 marks KU, 1 mark analysis.</b></p> <p><b>World power: South Africa</b></p> <p>Possible approach to answering this question:</p> <p><b>Response – South Africa</b>            South Africa's National Development Plan has been created with the aim of eradicating extreme poverty and reducing South Africa's Gini coefficient from 0.7 to 0.6 by 2030. (1 mark KU) By 2017 the percentage living in the lowest poverty group had not changed since the NDP was introduced; however, South Africa's Gini coefficient had dropped to 0.62 showing that they are making some progress in tackling socio-economic inequality.  <b>(1 mark KU, 1 mark evaluation)</b>  <b>Total 3 marks – 2 marks KU, 1 mark evaluation.</b></p>

Question	General marking principles	Max mark	Specific marking instructions for this question
(c)	<p>Award an analysis mark where candidates use their knowledge and understanding or a source, to identify relevant components (for example, of an idea, theory, argument) 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 or interpretations</li> <li>• possible consequences or implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <p>Award 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>	12	<p>Candidates can gain marks in a number of ways up to a maximum of 12 marks.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• the nature of the issue</li> <li>• international organisations involved such as the United Nations organisations: World Trade Organisation, World Food Programme; Red Cross, Médecines Sans Frontières, European Union, NATO, SEATO</li> <li>• an analysis of the successes and/or shortcomings of the actions of these organisations and the reasons for these successes and/or failures.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>World issue: Poverty in Africa</b></p> <p><b>Possible approach to answering this question:</b></p> <p><b>Response – Poverty in Africa</b>  Poverty in Africa is often caused by ill-health. One of the most serious diseases in Africa is malaria which affects millions of Africans, killing hundreds of thousands every year. <b>(1 mark KU)</b> People who are ill cannot work and so they and their families fall deeper into poverty. <b>(1 mark analysis)</b> The World Health Organization (WHO), which is part of the United Nations, is responsible for improving health around the world. The WHO has attempted to tackle malaria by providing drugs to treat people in poor areas. It has also provided millions of mosquito nets sprayed with insecticide to protect people when they are sleeping or praying. <b>(2 marks KU)</b> This is an effective way of controlling the mosquitoes which spread the disease and has resulted in many saved lives. However, the WHO's response to malaria is still considered inadequate by many as each of these nets only costs a few pounds yet one African child dies every 60 seconds as a result of malaria. <b>(1 mark analysis)</b>  <b>Total 5 marks – 3 marks KU, 2 marks analysis.</b></p>

Question		General marking principles	Max mark	Specific marking instructions for this question
		Where candidates make more analytical points than are required to gain the maximum allocation of marks, award these as knowledge and understanding marks provided they meet the criteria for this.		<p><b>World issue: Conflict</b></p> <p><b>Possible approach to answering this question:</b></p> <p><b>Response – Conflict</b>  During recent civil wars many people have become refugees as their homes have been destroyed by armed men. They now live in poverty as a result.  <b>(1 mark KU)</b>  <b>Total – 1 mark KU.</b></p> <p><b>World issue: AIDS</b></p> <p><b>Possible approach to answering this question:</b></p> <p><b>Response – AIDS</b>  Many children in countries like Botswana have been left orphaned by AIDS. This has denied them an education and resulted in a lifetime of poverty.  <b>(1 mark KU)</b> Their health is also affected as they are unable to afford what little healthcare is available. <b>(1 mark KU)</b>  <b>Total – 2 marks KU.</b></p>

Question		General marking principles	Max Mark	Specific marking instructions for this question
	(d)	<p>Evaluation involves making judgements 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>Award 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>Where a candidate makes more evaluative points than are required to gain the maximum allocation of marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>	12	<p>Candidates can gain marks in a number of ways up to a maximum of 12 marks.</p> <p>Award marks where candidates refer to:</p> <ul style="list-style-type: none"> <li>• the nature of the issue</li> <li>• impact on individuals, families and communities such as poverty, ill-health and lower educational attainment</li> <li>• an evaluation of the relative severity of the impact of the issue.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind type of question.</i></p> <p><b>World issue: Israeli/Palestinian conflict</b></p> <p><b>Possible approaches to answering this question:</b></p> <p><b>Response 1</b> The Israeli-Palestinian conflict has been going on for a long time. The conflict involves both sides recognising each other as a country and agreeing on which territories, for example Jerusalem, should belong to Israel or to Palestine. (1 mark KU) <b>Total – 1 mark KU.</b></p> <p><b>Response 2</b> The Israeli-Palestinian conflict has been going on for a long time. The conflict involves both sides recognising each other as a country and agreeing on which territories, for example Jerusalem, should belong to Israel or to Palestine. The conflict has resulted in around 16,000 people being killed, the majority of these are Palestinians. (2 marks KU) The Israeli economy fails to attract foreign investment due to this conflict which seriously hinders economic growth and leads to a much lower standard of living for its people. However, this</p>

Question			General marking principles	Max Mark	Specific marking instructions for this question
					<p>problem is far more severe for the Palestinians who live in the Gaza Strip who are often forced to rely on foreign aid for survival.  <b>(1 mark KU, 2 marks evaluation)</b>  <b>Total 5 marks – 3 marks KU, 2 marks evaluation.</b></p> <p><b>Response 3</b>  The areas known as the West Bank and the Gaza Strip are the two most disputed areas in the conflict. The Palestinians refer to this as Occupied Palestinian Territory whereas the Israelis say these are disputed territories as no one owned them when Israel captured them in 1967. <b>(2 marks KU)</b> The Gaza Strip which is only 25 km long has very high levels of poverty and unemployment. <b>(1 mark evaluation)</b> Israel blockaded the Gaza Strip in 2007 in order to curb the influence of the political group Hamas. Israel maintains the blockade has at no point caused a humanitarian crisis but aid agencies have criticised the conditions people have had to live in, in particular water supplies and toilet conditions. <b>(1 mark KU, 1 mark evaluation)</b> It is clear that innocent people are suffering in these two areas. As well as many violent deaths, health and education services are badly hampered leading to a great deal of avoidable suffering and an inability to create prosperity through investment and growth. <b>(1 mark KU, 1 mark evaluation)</b>  <b>Total 7 marks – 4 marks KU, 3 marks evaluation.</b></p>

[END OF SPECIMEN MARKING INSTRUCTIONS]