



National
Qualifications
2022

2022 Modern Studies

Paper 1

Higher

Finalised Marking Instructions

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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 (eg 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>Range of relevant knowledge. 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 or one relevant aspect covered with detailed and accurate description.	One relevant aspect of the issue with detailed and accurate description and 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>Quality of explanation/exemplification of the issue. Award up to the maximum of 8 marks available for KU.</p>	Some explanation of one aspect of the issue or relevant exemplification.	Some explanation of two relevant aspects of the issue or 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 and 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 and extended, relevant, accurate and up-to-date exemplification.	
<p>Analysis Comments that identify relationships/ implications explore different views or establish consequences and implications. Award up to 6 marks.*</p>	One relevant and accurate analytical comment.	One relevant and accurate analytical comment that is justified or exemplified or two different relevant and accurate analytical comments.	One developed relevant and accurate analytical comment that is justified and 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 and 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
Structure 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.			
Conclusions 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
Range of relevant knowledge. Accurate, relevant, up-to-date.	One relevant aspect of the issue given with some description.	Two relevant aspects of the issue given with some description or one relevant aspect covered with detailed and accurate description.	One relevant aspect of the issue with detailed and accurate description and 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.
Quality of explanation/exemplification of the issue. Award up to the maximum of 8 marks available for KU.	Some explanation of one aspect of the issue or relevant exemplification.	Some explanation of two relevant aspects of the issue or 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 and 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 and extended, relevant, accurate and up-to-date exemplification.
Analysis/evaluation Comments that identify relationships, implications and make judgements. Award up to 4 marks .*	One relevant and accurate analytical or evaluative comment.	One relevant and accurate analytical or evaluative comment that is justified or exemplified or two different relevant and accurate analytical/evaluative comments.	One developed relevant and accurate analytical or evaluative comment that is justified and 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 for this type of question	Max mark	Detailed 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 (eg of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure. <p>Award up to 8 marks for KU (description, explanation and exemplification) and up to 4 marks for analytical comments.</p> <p>Award up to 6 marks per point.</p> <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>	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"> • ongoing debate around the case for reform of Scotland’s system of government • the perceived advantages/disadvantages of the devolved system • the perceived advantages/disadvantages of alternative systems of government. <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • the debate over the extent of oil revenues and the future viability of the Scottish economy, currency • the debate over the need to attract workers and the skills shortage • the debate over management of, for example, NHS and education in Scotland • the debate over the desirability of a further referendum • the discussion around an electoral mandate for reform • the discussion around Scotland’s perceived democratic deficit • the extent to which public services have improved during devolution • alternative views on the success of the extended reserved powers involving elements of taxation and welfare • the ability of a devolved government to manage the COVID-19 crisis • the stability from the UK government’s greater ability to borrow • analysis of Scotland’s future international status (such as membership of the EU or NATO). <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p>Possible approaches to answering this question</p> <p>Response 1 The 2021 Scottish election saw a pro-independence majority of MSPs elected to the Scottish Parliament. (1 mark KU) Many politicians argue that this provides a mandate to hold a second referendum and reform the country by becoming independent. (1 mark analysis) Total 2 Marks – 1 mark KU, 1 mark analysis</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p>Response 2 The powers of the Scottish Parliament were extended a few years ago in areas such as taxation and welfare. This means that tax rates in Scotland are different from elsewhere in the UK. (1 mark KU) To reform the powers further would give the Scottish parliament too much power and may well risk the future of the United Kingdom. (1 mark analysis) If Scotland's tax rates rise any further above those in the rest of the UK, Scotland will lose investment and jobs in the future. (1 mark analysis) Total 3 Marks – 1 mark KU, 2 marks analysis</p> <p>Response 3 Many voters in Scotland would like to see the Scottish Parliament become the parliament of an independent country. This was reflected in the 2021 Scottish election when the SNP won 64 of the seats and the Greens won eight seats. (1 mark KU) This means that two parties who support independence have the majority (72) of the 129 seats. (1 mark analysis) However, many politicians such as Douglas Ross of the Conservatives claim that this does not mean they have mandate to hold a referendum as less than 50% of voters voted for them. (1 mark analysis) In fact, in the second ballot the SNP and the Greens only achieved 48.4% of the vote between them. (1 mark KU) Total 4 Marks – 2 marks KU, 2 marks analysis</p> <p>Response 4 Many opposition MSPs in Scotland claim that it is not the system of devolution that needs to be changed and instead blame the way the recent SNP governments since 2007 have used their devolved powers. Labour leader Anas Sarwar believes that the SNP has spent too much time and energy on independence and that they have ignored the 'day job' of running Scotland. (1 mark KU, 1 mark analysis) He has heavily criticised the recent scandal over the time people are waiting for an ambulance to arrive (forty hours in one case). (1 mark KU) Labour, along with the Lib Dems and the Conservatives, argue against reform of devolution as they don't think Scotland could afford to provide decent services if it was independent. (1 mark analysis). They point to the COVID-19 crisis and the money spent by the UK government to support workers such as the Job Retention Scheme (furlough) which cost over £8 billion in Scotland. (1 mark KU) They argue that this can only happen if devolution is retained as it provides benefits from the security of the UK.</p>

Question			General marking Instructions	Max mark	Specific marking instructions for this question
					<p>Opposition parties blame the SNP rather than devolution and don't see any need to reform the devolved government. (1 mark analysis)</p> <p>Total 6 Marks – 3 marks KU, 3 marks analysis</p>

Question	General marking Instructions	Max mark	Specific marking instructions for this question
(b)	<p>Award an analysis mark candidates use their knowledge and understanding or a source, to identify relevant components (eg of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure. <p>Up to 8 marks for KU (description, explanation and exemplification) and up to 4 marks for analytical comments.</p> <p>Award up to 6 marks per point.</p> <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>	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"> • ways in which an electoral system provides fair representation • ways in which an electoral system does not provide fair representation. <p>Candidates may refer to:</p> <p>Additional Member System (AMS), First Past the Post (FPTP), Single Transferable Vote (STV) and the extent to which they provide for fair representation, for example:</p> <ul style="list-style-type: none"> • proportionality/small party representation • voter choice • representation of minorities • likelihood of leading to coalitions/‘king-makers’ • by-elections • tactical voting. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p>Possible approaches to answering this question</p> <p>Response 1 FPTP is a winner takes all system in which the candidate who wins more votes than the person in second place takes one of the 650 parliamentary seats in the UK Parliament. (1 mark KU) Total 1 Marks – 1 mark KU</p> <p>Response 2 STV was introduced for the first time in Scotland in 2007 and has provided fair representation. As of 2017, none of Scotland’s 32 councils are run by a single party administration. (1 mark KU) This can be seen to be fair as it results in more parties having a say in the running of local government in Scotland and represents more voters’ views. (1 mark analysis) However, it could be argued that it does not lead to fair representation as councillors in a coalition may have to compromise and dilute their policies meaning that voters are not getting the election promises they voted for. (1 mark analysis) Total 3 Marks – 1 mark KU, 2 marks analysis</p>

Question	General marking Instructions	Max mark	Specific marking instructions for this question
			<p>Response 3 AMS is used to elect MSPs to the Scottish Parliament with voters having two votes – one vote elects a constituency MSP and the other vote elects representatives for a multi-member region such as Mid Scotland and Fife. (1 mark KU) The result is roughly proportionate. This means that there will be fewer wasted votes as every vote in the list section counts meaning the result is more representative. (1 mark analysis) The second vote balances out the unfairness of the vote for the constituency MSP which uses the traditional constituency First Past the Post voting system. (1 mark KU) For example, in 2021 the Labour Party won only two constituency seats, but the second vote meant their number of MSPs increased to 22 and made the number of MSPs they had more in line with the 20% of the vote they polled, which clearly means a fairer result. (1 mark KU, 1 mark analysis) Total 5 Marks – 3 marks KU, 2 marks analysis</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
(c)	<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>Up to 8 marks for KU (description, explanation and exemplification) and up to 4 marks for analytical evaluative comments.</p> <p>Award up to 6 marks 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"> • the influence of social class on voting behaviour • a comparison of social class to other factors that influence voting behaviour. <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • social class voting patterns • partisan and class dealignment • the link between social class and the increasing importance of factors such as age, leader image, rational choice, and issue voting. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><i>Note: do not credit answers which consider other factors without linking them in any way to the influence of social class.</i></p> <p>Possible approaches to answering this question</p> <p>Response 1 Social class is still an influence on voting behaviour because of traditional party loyalties. Those in the working classes have a historic link to the Labour Party through the trade union movement. (1 mark KU) Total 1 mark – 1 mark KU</p> <p>Response 2 Social class is still a major influence on voting behaviour because different social classes are more likely to support the party ideology that supports their interests. Those in the working classes had a historic link to the Labour Party through the trade union movement. (1 mark KU) The Labour Party therefore is known to represent a left-wing ideology which is more likely to appeal to working class voters with its tax and spend policies and shows that social class remains a significant influence on voting patterns. (1 mark KU, 1 mark evaluation) Total 3 marks – 2 marks KU, 1 mark evaluation</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p>Response 3 Social class is still a major influence on voting behaviour because of traditional party loyalties. Those in the working classes had a historic link to the Labour Party through the trade union movement. (1 mark KU) The Labour Party therefore was known to represent a left-wing ideology which was more likely to appeal to working class voters. (1 mark KU) In contrast, the Conservatives focussed on the issue of Brexit in the 2019 general election. This resulted in social class becoming less influential (1 mark evaluation) for instance, 47% of DE voters voted for the Conservatives against 34% who voted Labour. (1 mark KU) This shows the declining influence of social class as a factor, particularly in constituencies in northern England. (1 mark evaluation) Total 5 marks – 3 marks KU, 2 marks evaluation</p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(d)	<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>Up to 8 marks for KU (description, explanation and exemplification) and up to 4 marks for analytical evaluative comments.</p> <p>Award up to 6 marks 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"> • methods used by pressure groups to influence government decision-making • an evaluation of the effectiveness of pressure groups in influencing government decision-making. <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • direct action such as marches and protests • civil disobedience • lobbying, e-petitions and letter-writing campaigns • legal challenges • social media/media stunts. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p>Possible approaches to answering this question</p> <p>Response 1 Pressure groups can influence government in a variety of ways. One-way groups can take action is by introducing a petition to try and put pressure on the government such as through e-petitions to the House of Parliament. (1 mark KU) E-petitions that gain 10,000 signatures must be responded to and those that get 100,000 signatures will be considered for a debate in Parliament. (1 mark KU) For example, a petition in July 2019 asking for safeguards to ensure that the NHS is kept out of trade deals after Brexit, was signed by over 160,000 people and debated in Parliament. (1 mark KU) Total 3 marks – 3 marks KU</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p>Response 2 Pressure groups can influence government in a variety of ways. One-way groups can take action is by introducing a petition to try and put pressure on the government such as through e-petitions to the House of Parliament. (1 mark KU) E-petitions that gain 10,000 signatures must be responded to and those that get 100,000 signatures will be considered for a debate in Parliament. (1 mark KU) For example, a petition in July 2019 asking for safeguards to ensure that the NHS is kept out of trade deals after Brexit, was signed by over 160,000 people and debated in Parliament. (1 mark KU) This gained a degree of success as Prime Minister Boris Johnston then announced that the NHS was not for sale. (1 mark evaluation) Total 4 marks – 3 marks KU, 1 mark evaluation</p> <p>Response 3 Pressure groups can influence government in a variety of ways. One-way groups can take action is by introducing a petition to try and put pressure on the government such as through e-petitions to the House of Parliament. (1 mark KU) E-petitions that gain 10,000 signatures must be responded to and those that get 100,000 signatures will be considered for a debate in Parliament. (1 mark KU) For example, a petition in July 2019 asking for safeguards to ensure that the NHS is kept out of trade deals after Brexit, was signed by over 160,000 people and debated in Parliament. (1 mark KU) This gained a degree of success as Prime Minister Boris Johnston then announced that the NHS was not for sale. (1 mark evaluation) However, the ‘outsider’ campaign group The Peoples’ Vote organised an e-petition to stop Brexit, gaining over six million signatures. (1 mark KU) This proved unsuccessful as Britain left the EU in early 2020. (1 mark evaluation) Total 6 marks – 4 marks KU, 2 marks evaluation</p>

Section 2 – Social issues in the United Kingdom

Part A – Social inequality

Question		General marking instructions for this type of question	Max mark	Detailed 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 (eg of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure. <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 or significance of the factors when taken together; the relative importance of factors in relation to the context.</p>	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"> • examples of health inequalities • reasons why health inequalities exist • evaluation and analysis of why health inequalities exist. <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • gender • social class • lifestyle choices • location • poverty. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p>Possible approaches to answering this question</p> <p>Response 1 One reason why health inequalities exist is due to the individual lifestyle choices that a person makes throughout their life. A person that smokes cigarettes and has a fatty diet is more likely to suffer poor health than someone who has never smoked and who eats a balanced diet. (1 mark KU) Smoking is a major cause of lung cancer and respiratory problems such as COPD. (1 mark KU) Therefore, a person’s lifestyle choices can have a serious impact on their health as it can shorten the life expectancy of those that smoke by around five years. (1 mark evaluation) Total 3 marks – 2 marks KU, 1 mark evaluation</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	<p>Award up to 8 marks for KU (description, explanation and exemplification) and up to 12 marks for analytical or evaluative comments.</p> <p>Award up to 6 marks per point.</p> <p>Award up to full marks 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>Response 2 One reason why health inequalities exist is due to the individual lifestyle choices that a person makes throughout their life. A person that smokes cigarettes and has a fatty diet is more likely to suffer poor health than someone who has never smoked and who eats a balanced diet. (1 mark KU) Smoking is a major cause of lung cancer and respiratory problems such as COPD. (1 mark KU) Therefore, a person’s lifestyle choices can have a serious impact on their health as it can shorten the life expectancy of those that smoke by around five years. (1 mark evaluation) Additionally, less well-off people in social groups D and E are more likely to make poorer lifestyle choices than those that are better off in groups A and B which indicates that social class, a person’s wealth and level of poverty are linked to the lifestyle choices that a person makes. (1 mark KU, 1 mark analysis) Total 5 marks – 3 marks KU, 1 mark evaluation, 1 mark analysis</p> <p>Response 3 One reason why health inequalities exist is due to the individual lifestyle choices that a person makes throughout their life. A person that smokes cigarettes and has a fatty diet is more likely to suffer poor health than someone who has never smoked and who eats a balanced diet. (1 mark KU) Smoking is a major cause of lung cancer and respiratory problems such as COPD. (1 mark KU) Therefore, a person’s lifestyle choices can have a serious impact on their health as it can shorten the life expectancy of those that smoke by around five years. (1 mark evaluation) Additionally, less well-off people in social groups D and E are more likely to make poorer lifestyle choices than those that are better off in groups A and B which indicates that social class, a person’s wealth and level of poverty are linked to the lifestyle choices that a person makes. (1 mark KU, 1 mark analysis) So, while lifestyle choices can play a part it is clear that poverty remains the key factor as it limits an individual’s choice. (1 mark evaluation) Total 6 marks – 3 marks KU, 1 marks analysis, 2 marks evaluation</p>

Question	General marking instructions for this type of question	Max mark	Detailed 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 (eg of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure. <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 or significance of the factors when taken together; the relative importance of factors in relation to the context.</p>	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"> • impact of social and economic inequality on society • analysis and evaluation of the significance of the impact of social and economic impact on society. <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • age groups • gender • sex • ethnicity • class • disability • the working poor • any other relevant group or groups. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p>Possible approaches to answering this question</p> <p>Response 1 Average wages paid to men are still higher than those paid to women. The so-called gender pay gap means that men on average earn around 15% more than women. (1 mark KU) Total 1 mark – 1 mark KU</p> <p>Response 2 Average wages paid to men are still higher than those paid to women. The so-called gender pay gap means that men on average earn around 15% more than women. (1 mark KU) This amounts to about £330,000 less in a working lifetime for a woman. (1 mark KU) This has the added impact of stopping many women from investing in a pension fund which creates inequality in retirement. (1 mark analysis) Total 3 marks – 2 marks KU, 1 mark analysis</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	<p>Award up to 8 marks for KU (description, explanation and exemplification) and up to 12 marks for analytical or evaluative comments.</p> <p>Award up to 6 marks per point.</p> <p>Award up to full marks 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>Response 3 Despite the Equality Act, women are still facing social inequality. Family responsibilities still fall most heavily on women who are forced into low pay and low status jobs as a result. For example, they are more likely to work in industries such as catering or caring occupations, unlike men who still dominate in industries like engineering and finance. (1 mark KU, 1 mark analysis) Women often also need to take part-time jobs for reasons such as school hours. As these jobs are often low-skilled they tend to have a lower hourly rate and overall income will certainly be lower. (1 mark analysis) This has a massive impact on single-parent families as the majority are headed by women. (1 mark evaluation) Total 4 marks – 1 mark KU, 2 marks analysis, 1 mark evaluation</p> <p>Response 4 Low paid workers are a group that are affected by rises in the cost of living. It is estimated that since the COVID-19 pandemic, food costs have risen by around 20% while for many, income rates have fallen and there was also the removal of £20 per week from Universal Credit claimants. (2 marks KU) This means that low paid workers who may only be earning the minimum wage, have lost this ‘uplift’ and do not earn enough to achieve a minimum living standard, and as a result they experience social inequalities. (1 mark analysis) The housing charity Shelter estimate that around 30% of people in the UK live in ‘bad’ housing. (1 mark KU) When increasing housing and heating costs are also considered (caused by rises in gas import prices) it is estimated that around one million families have to choose between heating and eating. (1 mark KU) Therefore, low pay can cause inequalities in housing and living standards which can go on to cause multiple deprivation meaning that low paid workers are a group that face significant social and economic inequalities. (1 mark evaluation) Total 6 marks – 4 marks KU, 1 marks evaluation, 1 mark analysis</p>

Question	General marking instructions for this type of question	Max mark	Detailed 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 (eg of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure. <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 or significance of the factors when taken together; the relative importance of factors in relation to the context.</p>	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"> • individualists and collectivist approaches to dealing with social inequality • comparison, analysis and evaluation of both approaches to dealing with social inequality. <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • a 21st century welfare state vs impact of ageing population • austerity and Conservative Welfare reforms • Labour/SNP and anti-austerity policies • dependency culture • more individualistic society. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p>Possible approaches to answering this question</p> <p>Response 1 Some people believe that it is the responsibility of government to provide a cradle to the grave collectivist system in order to tackle social inequalities. (1 mark KU) They believe that this kind of system should provide for the most vulnerable sections of society through general taxation funded by taxpayers and should be universal in nature and open to all who are in need. (1 mark KU) Those who believe these ideas are more likely to align themselves with the ideas of the Labour Party, the SNP and social justice. (1 mark KU) Total 3 marks – 3 marks KU</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	<p>Award up to 8 marks for KU (description, explanation and exemplification) and up to 12 marks for analytical or evaluative comments.</p> <p>Award up to 6 marks per point.</p> <p>Award up to full marks 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>Response 2 Some people believe that it is the responsibility of government to provide a cradle to the grave collectivist system in order to tackle social inequalities. (1 mark KU) They believe that this kind of system should provide for the most vulnerable sections of society through general taxation funded by taxpayers and should be universal in nature and open to all who are in need. (1 mark KU) These ideas are central to the continuation of the welfare state with a fully funded National Health Service and benefits system. Those who believe these ideas are more likely to align themselves with the ideas of the Labour Party, the SNP and social justice. (2 marks KU) However, others say that this particular system promotes a dependency culture with many living on benefits instead of taking responsibility for their own lives based on individualism. (1 mark analysis) Total 5 marks – 4 marks KU, 1 mark analysis</p> <p>Response 3 Some people believe that it is the responsibility of government to provide a cradle to the grave collectivist system in order to tackle social inequalities. (1 mark KU) They believe that this kind of system should provide for the most vulnerable sections of society through general taxation funded by taxpayers and should be universal in nature and open to all who are in need. (1 mark KU) These ideas are central to the continuation of the welfare state with a fully funded National Health Service and benefits system. Those who believe these ideas are more likely to align themselves with the ideas of the Labour Party, the SNP and social justice. (2 marks KU) However, others say that this particular system promotes a dependency culture with many living on benefits instead of taking responsibility for their own lives based on individualism. (1 mark analysis) Others argue that neither of these approaches are correct and that it should be the responsibility of both government and individuals with government acting as an enabler to help the individual help themselves by offering a hand up and not a handout. (1 mark analysis) Total 6 marks – 4 marks KU, 2 marks analysis</p>

Part B – Crime and the law

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
(d)	<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (eg of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure. <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 or significance of the factors when taken together; the relative importance of factors in relation to the context.</p>	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"> • legal rights that UK citizens have • the effectiveness of these rights in protecting UK citizens. <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • Human Rights Act • European Court of Human Rights • right to fair trial • right to legal representation • victims’ rights • innocent until proven guilty • property. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p>Possible approaches to answering this question</p> <p>Response 1 One legal right that UK citizens have is the right to a fair and independent trial with the presumption of innocence until proven guilty. (1 mark KU) This means that the prosecution has to prove beyond all reasonable doubt that an individual is guilty based upon the evidence provided. (1 mark KU) Total 2 marks – 2 marks KU</p> <p>Response 2 UK citizens have many rights, particularly if they are a victim of crime. Recently there has been moves to have victim centred justice which allows the impact of the crime on the victim to be considered throughout the Criminal Justice System. (1 mark KU) This includes the right to make a Victim Personal Statement to explain the impact of the crime, and with the permission of the court, to have it read out prior to sentencing as well as the right to be considered for restorative justice schemes. This is where victims are given the chance to meet their offenders to explain the real impact of the crime. (2 marks KU) Total 3 marks – 3 marks KU</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	<p>Award up to 8 marks for KU (description, explanation and exemplification) and up to 12 marks for analytical or evaluative comments. Award up to 6 marks per point.</p> <p>Award up to full marks 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>Response 3 Specific groups in the UK are protected under the Equality Act 2010. These groups with protected characteristics include the disabled, age, specific sexual orientation, race, religion and pregnant women. (1 mark KU) They all have the right to expect equal treatment in the legal system and employment. (1 mark KU) This highlights that those groups who face discrimination are legally protected, however this protection of their rights is not perfect as discrimination still exists in many areas. (1 mark evaluation) Recently BBC journalists were forced to go to court to argue under the Equality Act for equal pay. (1 mark KU) Despite these legal rights being protected, around 54,000 women lose their jobs each year due to being pregnant. (1 mark analysis) Total 5 marks – 3 marks KU, 1 mark evaluation, 1 mark analysis</p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(e)	<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (eg of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure. <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 or significance of the factors when taken together; the relative importance of factors in relation to the context.</p>	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"> • arguments that criminals are born • arguments that criminals are created by society. <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • individualist/collectivist arguments • theories around biological causes including genetics • the extent to which physical shape can cause criminality (Lombroso, Sheldon) • inequality/poverty • Robert Merton/strain theory of crime • Marxist theory • functionalist/interactionist theory • social breakdown theory, anomie, Durkheim • social learning theory • factors other than inequality which may cause crime. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p>Possible approaches to answering this question</p> <p>Response 1 Many people commit crime due to the deprivation they experience. Poverty creates the need to commit crimes for financial gain as well as to provide an escape from deprived living conditions, such as drug dealing, to boost their income. (1 mark KU) Total 1 mark – 1 mark KU</p> <p>Response 2 Marxist theory argues that crime is caused by the ruling classes who use the law as a means of social control. Laws are used to encourage conformity amongst the masses, and to control the working classes by focussing on crimes more likely to be committed by this group such as burglary and street crime. (2 marks KU) Total 2 marks – 2 marks KU</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	<p>Award up to 8 marks for KU (description, explanation and exemplification) and up to 12 marks for analytical or evaluative comments.</p> <p>Award up to 6 marks per point.</p> <p>Award up to full marks 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>Response 3 Some people believe that physical characteristics may be a significant factor in causing criminality. For example, Lombroso believed that head shape and prominent facial features such as jaw size were an indicator of potential criminality. (1 mark KU) However, this theory has been widely discredited by recent criminologists as it completely ignores social and environmental factors. (1 mark analysis) Total 2 marks – 1 mark KU, 1 mark analysis</p> <p>Response 4 People affected by poverty and unemployment and living in the most deprived areas (SIMD 1 and 2) can become socially isolated and excluded from mainstream society. Such areas in Scotland tend to have higher than average levels of crime, including parts of Glasgow and the central belt. (1 mark KU, 1 mark analysis) This confirms the view that crime is clearly created by a variety of social factors which cannot be controlled by the individual. (1 mark evaluation) Total 3 marks – 1 mark KU, 1 mark analysis, 1 mark evaluation</p> <p>Response 5 Merton’s strain theory suggests that crime in a capitalist society is caused when people want to achieve the goal of financial success, but they lack the means to do this within the law. Some will create new, illegal, methods to achieve this success. They still want to be a success but can’t do it without breaking the law. (2 marks KU) This is a clear argument that crime is created by the inequality that exists in our society as not everyone can be a success financially. (1 mark evaluation) However, most people do not turn to crime even though they are unable to gain appropriate wealth and success and instead they simply conform to the rules of society. (1 mark analysis) This would suggest that as well as society, there could be something else, perhaps genetic, that makes some people criminals and some not. (1 mark analysis) Total 5 marks – 2 marks KU, 2 marks analysis, 1 mark evaluation</p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(f)	<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (eg of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure. <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 or significance of the factors when taken together; the relative importance of factors in relation to the context.</p>	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"> • social and economic impact of crime on wider society • analysis and evaluation of the significance of social and economic impact of crime on wider society. <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • impact of crime on communities • increased fear and isolation impacting on the wider community • cost to the Criminal Justice System (courts, prisons, police service) • impact on economic investment, tourism and employment. • economic cost of crime such as increased insurance costs and CCTV. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p>Possible approaches to answering this question</p> <p>Response 1 Crime has a social and economic impact on wider society. One economic impact is that it costs the Criminal Justice System billions of pounds per year in order to finance the police to investigate crimes, the courts to decide whether a person is guilty and prisons to deal with offenders. (1 mark KU) All of this has to be paid through taxation which is financed by taxpayers and businesses. In 2016, the cost of the Scottish Criminal Justice system was over £2 billion, and it is estimated to cost England and Wales over £50 billion. Many believe it costs too much but many also believe it is a cost for society that is worth paying. (1 mark KU, 1 mark analysis) Total 3 marks – 2 marks KU, 1 mark analysis</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	<p>Award up to 8 marks for KU (description, explanation and exemplification) and up to 12 marks for analytical or evaluative comments.</p> <p>Award up to 6 marks per point.</p> <p>Award up to full marks 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>Response 2 Crime has a social and economic impact on wider society. One economic impact is that it costs the Criminal Justice System billions of pounds per year in order to finance the police to investigate crimes, the courts to decide whether a person is guilty and prisons to deal with offenders. (1 mark KU) All of this has to be paid through taxation which is financed by taxpayers and businesses. In 2016, the cost of the Scottish Criminal Justice system was over £2 billion, and it is estimated to cost England and Wales over £50 billion. Many believe it costs too much but many also believe it is a cost for society that is worth paying. (1 mark KU, 1 mark analysis) Furthermore, crime can cost wider society through higher insurance premiums due to increased burglary, theft and shoplifting. It is estimated that shoplifting increases the cost of products in stores by around 5% in order to cover the cost of security, CCTV and stolen goods. This shows a large economic impact on wider society of crime. (1 mark KU, 1 mark evaluation) Total 5 marks – 3 marks KU, 1 mark analysis, 1 mark evaluation</p> <p>Response 3 Crime has a social and economic impact on wider society. One economic impact is that it costs the Criminal Justice System billions of pounds per year in order to finance the police to investigate crimes, the courts to decide whether a person is guilty and prisons to deal with offenders. (1 mark KU) All of this has to be paid through taxation which is financed by taxpayers and businesses. In 2016, the cost of the Scottish Criminal Justice system was over £ 2billion, and it is estimated to cost England and Wales over £50 billion. Many believe it costs too much but many also believe it is a cost for society that is worth paying. (1 mark KU, 1 mark analysis) Furthermore, crime can cost wider society through higher insurance premiums due to increased burglary, theft and shoplifting. It is estimated that shoplifting increases the cost of products in stores by around 5% in order to cover the cost of security, CCTV and stolen goods. This shows a large economic impact on wider society of crime. (1 mark KU, 1 mark evaluation) In addition to this, crime can also lead to increased unemployment as companies will avoid investing in areas of high crime due to a greater likelihood of break-ins. (1 mark KU) Total 6 marks – 4 marks KU, 1 mark analysis, 1 mark evaluation</p>

Section 3 – International issues

Part C – World powers

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
3.	(a)	<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (eg of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure. 	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"> • types of opportunities that exist to participate and influence decision-making • extent to which these opportunities exist and are successful. <p>Candidates may refer to:</p> <p>World power: China</p> <ul style="list-style-type: none"> • protesting – growth of anti-Chinese government and pro-democracy movement in Hong Kong • each level of government (local, district, regional and national) has elected officials with decision-making powers • several other parties exist other than the CPC, such as the China Democracy League which has over 200,000 members • Chinese people can join a political party – around 7% of the Chinese population (95 million) are members of the CPC • there are numerous internet sites, tv and radio stations although the media is heavily censored • growing membership of All-China Federation of Trade Unions and All Women Federation • other parties only exist with the permission of the CPC and cannot act as an opposition • all local elections are dominated by the CPC and all candidates must be approved by them • CPC membership is not open to everyone and is by invite only • massive expenditure on internet monitoring, many western sites such as Google and the BBC are blocked • protests have to be sanctioned by the CPC and any dissent shown is ruthlessly dealt with by security forces. <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 for this type of question	Max mark	Detailed marking instructions for this question
	<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 or significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Award up to 8 marks for KU (description, explanation and exemplification) and up to 12 marks for analytical or evaluative comments.</p> <p>Award up to 6 marks per point.</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>Possible approaches to answering this question</p> <p>Response 1 Opportunities to participate in the political system in China and influence government are limited because the Communist Party of China dominates and controls any political opposition. (1 mark evaluation) Total 1 mark – 1 mark evaluation</p> <p>Response 2 There was an upsurge in political protesting and activism in China in recent years, mainly in Hong Kong. Citizens have taken part in both disruptive and peace demonstration in protest against the Chinese government’s increasing influence in Hong Kong. (1 mark KU) However, the Chinese government has responded to these protests by using police and military force to suppress pro-democracy protesters. The introduction of the National Security Law in Hong Kong has further restricted political rights and freedoms on citizens. (2 marks KU) This highlights a familiar process where the CPC does not tolerate any criticism and rejects freedoms and rights enjoyed in many Western countries. (1 mark analysis) Overall, political activism and participation can be dangerous in China with imprisonment highly likely for those who question the policies of the ruling party. (1 mark evaluation) Total 5 marks – 3 marks KU, 1 mark analysis, 1 mark evaluation</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p>World power: USA</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • voting in various elections – County, State and Federal elections for positions such as Sheriff, Governor, Senator and President • political rights of US citizens enshrined in the US Constitution • citizens can also stand for elections themselves and are free to join political parties and campaign for candidates and policies • opportunities for people to participate in interest groups such as the NRA and Black Lives Matter • US political system over represents affluent white males and underrepresents women, ethnic minorities and the poor in the political process • differences in participation and registration rates between social classes and ethnic groups • cost of running and standing as a candidate financially prohibitive and limits involvement to only the wealthy • criticisms that elected US politicians are lobbyists for American business interests rather than fully representing the will of their electorate. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p> <p>Possible approaches to answering this question</p> <p>Response 3 US citizens have many ways to participate in the political system. Over recent years, in response to social and economic maltreatment and disadvantage, there has been an increase in protesting amongst the Black community. For example, Black citizens have joined with the Black Lives Matter movement in demonstrations in cities across America. (2 marks KU)</p> <p>Total 2 marks – 2 marks KU</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p>Response 4 US citizens have many ways to participate in the political system. Over recent years, in response to social and economic maltreatment and disadvantage, there has been an increase in protesting amongst the Black community. For example, Black citizens have joined with the Black Lives Matter movement in demonstrations in cities across America. (2 marks KU) This shows citizens have the freedom to take a stand against an issue they feel is unjust and are free to pressure the government into acting about their cause. (1 mark analysis) However, incidences of violence and rioting have plagued protesting in the US over recent years, and this limits the impact citizens can have. (1 mark evaluation) Total 4 marks – 2 marks KU, 1 mark analysis, 1 mark evaluation</p>

Question	General marking instructions for this type of question	Max mark	Detailed 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 (eg of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure. <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 or significance of the factors when taken together; the relative importance of factors in relation to the context.</p>	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"> • knowledge of a group who face socio-economic inequality • extent of the socio-economic inequalities faced by this group. <p><i>Note: If a response considers more than one specific group, it should be credited for the one which attracts the highest mark.</i></p> <p>World power: South Africa</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • gross wealth inequality – gini coefficient score of 0.63 • ethnic inequality – 90% of those in poverty are black. Legacy of apartheid remains • educational inequality – ‘township’ schools and rural schools lack basic resources and infrastructure – these schools are attended by black students • health inequality – those who can afford to use private healthcare • housing inequality – many Blacks still stay in former townships with poor sanitation and disease • crime inequality – non-white population commit and suffer most crime. Cape Town murder rate one of world’s worst • ‘Cappuccino society’ – different layers of status/economic levels between black and white populations • Rise of 18% since the end of apartheid in the numbers of people in the black middle classes. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p>Possible approaches to answering this question</p> <p>Response 1 In 2021, over 1000 black South Africans died every day from HIV/AIDS and an estimated seven million people are living with HIV/AIDS. (1 mark KU) Total 1 mark – 1 mark KU</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	<p>Award up to 8 marks for KU (description, explanation and exemplification) and up to 12 marks for analytical or evaluative comments.</p> <p>Award up to 6 marks per point.</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>Response 2</p> <p>In 2021, over 1000 black South Africans died every day from HIV/AIDS and an estimated seven million people are living with HIV/AIDS. (1 mark KU) While the HIV/AIDS prevalence remains high (19%) among the general population, it is more common amongst the rate black ethnic group. (1 mark KU) For example, it is almost 30% in KwaZulu Natal (87% black) compared with 12% in Western Cape (33% black). (1 mark KU) Unsurprisingly, these statistics demonstrate that a racial divide is apparent and is clear evidence that health inequality affects Blacks disproportionately more than other ethnic groups in South Africa. (1 mark evaluation)</p> <p>Total 4 marks – 3 marks KU, 1 mark evaluation</p> <p>World power: USA</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • reference to inequalities faced by a group in relation to: wealth/poverty levels, unemployment rates, housing, education, health and crime • African Americans/Hispanics/immigrants still groups least likely to have health insurance despite Obamacare • health related illnesses associated with inequality • African Americans and Hispanics still have lower household incomes compared to Whites and Asian Americans. African Americans remain almost three times as likely to be living in poverty compared to Whites • higher drop-out rates for African Americans and Hispanics compared to Asian Americans who make up 10% of undergraduates yet only 5% of the population • crime – crime rates, impact of crime • justice – African Americans make up disproportionately high % of the prison population. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question</i></p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p>Possible approaches to answering this question:</p> <p>Response 3 In recent years, there has been a rise in high profile incidents involving African American citizens and the police in the US. A young black male is 22 times more likely to be fatally shot by the police than a young white male. (1 mark KU) Total 1 mark – 1 mark KU</p> <p>Response 4 In 2021 approximately 27% of Blacks in the US lived in poverty, which is more than any other ethnic group and over double that of Whites. (1 mark KU) Although black people only represent 13% of the population, they make up nearly 25% of the poor population. (1 mark KU) This shows that poverty in the US is an issue that disproportionately effects African American citizens and the wealth gap between races is vast. (1 mark evaluation) In relation, unemployment figures show that black people are most likely to be out of a job (7%) and their average earnings are much lower than they are for Whites. (1 mark KU) Black people as a consequence grow disillusioned with education and are more likely to drop out of school with fewer qualifications perpetuating the cycle of poverty. (1 mark analysis) Total 5 marks – 3 marks KU, 1 mark evaluation, 1 mark analysis</p> <p>World power: China</p> <p>Candidates may refer to inequalities faced by a group in relation to:</p> <ul style="list-style-type: none"> • wealth/poverty levels, unemployment rates, housing, education, health and crime • urban/rural socio-economic divide • internal migrants • many religious groups face huge discrimination in China, if not persecution – Christians and Muslims • gender inequality – position of women in society, such as in business and in politics • Hukou system and its implications for certain groups. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question</i></p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p>Possible approaches to answering this question</p> <p>Response 5 Article 36 of China’s Constitution says that Chinese citizens should have freedom to practise whatever religion they choose but this is not the case. The government has increasingly cracked down on religion in recent years. (1 mark KU) The official religious stance of the CCP is atheism and people who practise different religions are often persecuted by the state. (1 mark KU) CCP Government officials are concerned about the rapid growth of Christianity within China and have shut down many churches as they deem them ‘illegal buildings’. New places of worship must be registered with the government, and people may not practise their religion in the streets in any form of demonstration. (2 marks KU). This crackdown highlights a clear religious inequality perpetuated by the Chinese state where citizens fear to freely express their religious beliefs. (1 mark analysis) Total 5 marks – 4 marks KU, 1 mark analysis</p>

Question	General marking instructions for this type of question	Max mark	Detailed 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 (eg of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure. <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 or significance of the factors when taken together; the relative importance of factors in relation to the context.</p>	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"> • political, economic, cultural and military influence • the extent to which they have used their international influence to protect and promote their own interests. <p>Candidates may refer to:</p> <p>World power: China</p> <ul style="list-style-type: none"> • permanent membership of the UN Security Council with a veto over decisions and significant influence • access to natural resources and investment opportunities in Africa and more recently Afghanistan • membership of the G20 to promote economic development and increase trade bringing improved terms of trade • nuclear weapons to protect and project military regional and global influence • increased spend and been growing its military assets in recent years. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p>Possible approaches to answering this question</p> <p>Response 1 China's People's Liberation Army is the largest military in the world which allows it to demonstrate a significant power through its large military displays and marches. (1 mark KU) China is also a nuclear power and one of the five official nuclear weapon states in the world. (1 mark KU) Total 2 marks – 2 marks KU</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	<p>Award up to 8 marks for KU (description, explanation and exemplification) and up to 12 marks for analytical or evaluative comments.</p> <p>Award up to 6 marks per point.</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>World power: South Africa</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • membership and influence in the African Union • South Africa sat on the UN Security Council in 2019 • membership of the G20 to promote South African and regional interests • membership of organisations such as BRICS, SADC and IBSA • second largest economy in Africa • South African National Defence Force – contributions to UN peacekeeping missions on the continent. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p>Possible approaches to answering this question</p> <p>Response 2</p> <p>South Africa is the only African member of the G20 which allows it to be involved in discussions on global economic policy. (1 mark KU) As the only African member it acts as a representative for the continent within the G20 and its influence therefore extends beyond its own borders. (1 mark analysis) Although it is dwarfed by other world powers, South Africa's economy is very large by African standards and therefore it has a significant regional influence on trade matters. (1 mark evaluation) South Africa have negotiated a number of free trade agreements in southern Africa which are aimed at increasing trade for the benefit of all, for instance, the Southern African Customs Union (SACU). (1 mark KU) Although this benefits South Africa they did not just negotiate the deal to help themselves, it also helps its poorer neighbours to trade and improve living standards. (1 mark evaluation)</p> <p>Total 5 marks – 2 marks KU, 1 mark analysis, 2 marks evaluation</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p>World power: USA</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • permanent membership of the UN Security Council with a veto over decisions • political influence worldwide – role in Middle East peace negotiations – role as a nuclear superpower and leading role in negotiating/policing nuclear disarmament – Obama’s deal with Iran, Trump’s role in negotiating North Korea disarmament, Biden’s Afghanistan withdrawal • membership of the G7, G20 and the World Bank • leading role in NATO – despite ‘collective decision-making’ the USA contributes 70% of budget • military power and involvement in global conflicts such as Syria and Libya and withdrawal from Afghanistan and Iraq • reference to USA as ‘world policeman’ • promotion of American values and brands through cultural activities such as cinema and various media formats. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p>Possible approaches to answering this question</p> <p>Response 3</p> <p>America has a permanent membership of the UN Security Council which means it can both propose and veto UNSC resolutions. (1 mark KU) For example, the US proposed a resolution in 2017 to impose new sanctions on North Korea in response to their missile tests which was unanimously accepted. (1 mark KU) This influence was employed for their own benefit but also to protect their allies in the area (such as South Korea) from an untrustworthy regime in North Korea. (1 mark evaluation) The US argued that its invasion of Afghanistan was to protect its population from the Taliban and to install freedom and democracy. (1 mark KU) Although this may seem like an act that would benefit the Afghans most, it was also an attempt to defeat what they saw as an Islamic enemy of the USA and to impose a friendly government in a vital area of the world where others, such as Russia and China, were seeking military, political and economic influence. (2 marks analysis)</p> <p>Total 6 marks – 3 marks KU, 2 marks analysis, 1 mark evaluation.</p>

Part D – World issues

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
(d)	<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (eg of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure. <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 or significance of the factors when taken together; the relative importance of factors in relation to the context.</p>	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"> • economic causes of this issue • other causes of this issue. <p>Candidates may refer to:</p> <p>Economic factors, such as:</p> <ul style="list-style-type: none"> • the effects of debt on economic development • economic deprivation • unemployment • trade • foreign investment. <p>Political factors, such as:</p> <ul style="list-style-type: none"> • armed conflict • dictatorships/lack of democracy • foreign government interventions • corruption • government response. <p>Social factors, such as:</p> <ul style="list-style-type: none"> • health/healthcare/disease • education • housing • crime. <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 for this type of question	Max mark	Detailed marking instructions for this question
	<p>Award up to 8 marks for KU (description, explanation and exemplification) and up to 12 marks for analytical or evaluative comments.</p> <p>Award up to 6 marks per point.</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>World issue: development in Africa</p> <p>Possible approaches to answering this question</p> <p>Response 1 One factor that can affect development in Africa is the crippling debt that many African countries have to governments and organisations such as the World Bank and the IMF. (1 mark KU) African countries owe over \$350 billion (about 20% of that to China) and debt repayments often mean that economic development and growth are suppressed as funds are diverted to service the debt. (1 mark KU, 1 mark analysis) Total 3 marks – 2 marks KU, 1 mark analysis</p> <p>Response 2 The continent of Africa suffers from numerous conflicts and civil wars and has the lowest GDP per capita of any continent. (1 mark KU) In countries where conflict exists, economic development is clearly limited but even in countries without war, such as Eswatini, social problems such as a high number of HIV/AIDS infections can inhibit growth and development. (1 mark KU, 1 mark analysis) Therefore, we can see that the importance of a factor depends on circumstances and that it is impossible to blame one specific thing for the continent-wide issue of under development. (1 mark evaluation) Total 4 marks – 2 marks KU, 1 marks analysis, 1 marks evaluation</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p>World Issue: international terrorism</p> <p>Possible approaches to answering this question</p> <p>Response 1 There is evidence that socio-economic conditions can often lay the groundwork and sow the seeds for terrorist recruitment, particularly in the developing world. (1 mark KU) Total 1 mark – 1 mark KU</p> <p>Response 2 There is evidence that socio-economic conditions can often lay the groundwork and sow the seeds for terrorist recruitment, particularly in the developing world. (1 mark KU) For example, the activities of Hamas in Gaza in the Palestinian Territories. (1 mark KU) Total 2 marks – 2 marks KU</p> <p>Response 3 There is evidence that socio-economic conditions can often lay the groundwork and sow the seeds for terrorist recruitment, particularly in the developing world. (1 mark KU) For example, the activities of Hamas in Gaza in the Palestinian Territories. (1 mark KU) However, some terrorist groups will see their use of terrorism as a way of imposing their ideologies onto a nation or a people. (1 mark analysis) Total 3 marks – 2 marks KU, 1 mark analysis</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
(e)	<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (eg of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure. <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 or significance of the factors when taken together; the relative importance of factors in relation to the context.</p>	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"> • the responses by individual countries either directly or indirectly involved • the effectiveness of these responses in tackling the issue internationally. <p>World issue: development in Africa</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • bilateral aid • UK Department for International Development/Foreign, Commonwealth and Development Office responses • USAID • Chinese aid to Africa • effectiveness of aid – the aid debate • emergency responses by charities based in one country, such as the British Red Cross or MSF. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p>Possible approaches to answering this question</p> <p>Response 1 China has become a major country in responding to the lack of development in Africa. Over the last decade, China has invested billions of dollars in aid to African countries. (1 mark KU) The effectiveness of this aid is questionable however as, unlike Western aid, much of China’s aid does not come with political conditions attached. (1 mark evaluation) This means that aid could fall into the hands of a corrupt regime with no conditions to improve governance for the country. (1 mark analysis) Total 3 marks – 1 mark KU, 1 mark analysis, 1 mark evaluation</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	<p>Award up to 8 marks for KU (description, explanation and exemplification) and up to 12 marks for analytical or evaluative comments.</p> <p>Award up to 6 marks per point.</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>Response 2</p> <p>The Foreign, Commonwealth and Development Office (FCDO) is the part of the UK government that is responsible for Britain’s aid to developing countries (this was previously carried out by the Department for International Development (DFID)). The focus of the FCDO is to promote development in the developing world, particularly in countries where people are suffering from extreme poverty. (1 mark KU) The UK government has temporarily abandoned its commitment to invest 0.7% of gross national income (GNI) on official development assistance. In 2020, the UK government was only spending 0.5% of its budget on assistance and this shows that the UK is not meeting its obligation set by the UN. (1 mark KU, 1 mark evaluation)</p> <p>Total 3 marks – 2 marks KU, 1 mark evaluation</p> <p>World issue: international terrorism</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • counter terrorism • military interventions • diplomatic sanctions • economic sanctions • immigration policy • defence/foreign policy. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p>Possible approaches to answering this question</p> <p>Response 3</p> <p>Many governments around the world now have ‘counter terrorism’ strategies in place. Counter terrorism works to stop terrorism before attacks take place. The UK government’s counter terrorism strategy is called ‘CONTEST’ and has four main aims. (1 mark KU) One of their aims is the government working to pursue terrorists, disrupt their work and prevent terrorism by countering the various factors that cause people to become terrorists. (1 mark KU)</p> <p>Total 2 marks – 2 marks KU</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p>Response 4 Many governments around the world now have ‘counter terrorism’ strategies in place. Counter terrorism works to stop terrorism before attacks take place. The UK government’s counter terrorism strategy is called ‘CONTEST’ and has four main aims. (1 mark KU) The government will work to pursue terrorists, disrupt their work and prevent terrorism and have a public referral system to help achieve this. (1 mark KU) CONTEST’s success has been limited in recent years, highlighted by the amount of terror attacks conducted in the UK and abroad by those radicalised in countries such as Syria. For example, the terrorist who murdered British MP Sir David Amess was known to counter-terrorism police but was still able to carry out his attack. (1 mark KU, 1 mark evaluation) Total 4 Marks – 3 marks KU, 1 mark evaluation.</p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(f)	<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (eg of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure. <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 or significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Award up to 8 marks for KU (description, explanation and exemplification) and up to 12 marks for analytical or evaluative comments.</p>	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"> • the responses by international organisations • the effectiveness of these responses. <p>World issue: conflict in Syria/Middle East</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • the United Nations – observer missions • the European Union – regional trust fund • NATO – military interventions • NGOs – humanitarian assistance • Arab League – economic sanctions, expulsion. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p> <p>Possible approaches to answering this question</p> <p>World issues: Syrian civil war</p> <p>Response 1 Since the beginning of the Syrian civil war, many international organisations have tried to respond to the conflict. For example, NGOs have tried to help with the humanitarian crisis create by a war that has displaced over five million people. (1 mark KU) Save the Children has sent volunteers to refugee camps in Jordan and Turkey providing Syrian refugees and vulnerable children with food, shelter, water and access to medical care and education. (1 mark KU) This response has been very effective in helping in a crisis situation where basic life essentials are scarce and where the breakdown of civil society has meant charity is a lifeline. (1 mark evaluation) Total 3 marks – 2 marks KU, 1 mark evaluation</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	<p>Award up to 6 marks per point.</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>World issue: development in Africa</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • the United Nations – various agencies • the European Union – Africa-EU Partnership • the African Union – peace keeping missions, political measures • NGOs – humanitarian assistance, education. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p>Possible approaches to answering this question</p> <p>Response 2 In dealing with political corruption and dishonesty, African Union observer missions are now sent as a matter of routine to cover elections in all member states, in accordance with the AU’s African Charter on Democracy, Elections and Governance. (1 mark KU) Furthermore, there has been a significant fall in conflicts and coups, and an increased number of successful elections in the region in the past decade, suggesting the African Union has improved Africa’s political performance. (1 mark evaluation) Total 2 marks – 1 mark KU, 1 mark evaluation</p> <p>Response 3 The African Union faces huge challenges in Africa as it is still a comparatively new organisation, and it is still finding its way. As a result, it has struggled to boost the African economy in any great way with poor internal trade still a major barrier to development despite the agreement of a free trade zone in 2019. (1 mark evaluation, 1 mark KU) This shows that many African countries are not benefitting from the economic progress that free trade stimulates. (1 mark analysis) There have also been proposals for an African central bank and an African monetary union (like the Euro) facilitated through the African Union. (1 mark KU) Total 4 marks – 2 marks KU, 1 mark analysis, 1 mark evaluation</p>

[END OF MARKING INSTRUCTIONS]