



National  
Qualifications  
2023

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## 2023 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 (for example evaluate, analyse).

### Marking principles for each question type

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

The extended-response questions used in this paper are:

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

### Extended-response (12 or 20 marks)

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

**For 20-mark questions**, award **up to 8 marks** for knowledge and understanding (description, explanation and exemplification). Award the remaining marks for the demonstration of higher-order skills of analysis **and** evaluation **and** structured argument. Where a candidate makes more analytical/evaluative points than are required to gain the **maximum allocation of 6 marks**, award as knowledge and understanding marks provided they meet the criteria for this.

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

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

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

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

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

\*Where a candidate makes more analytical 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
<b>Range of relevant knowledge.</b> 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 <b>or</b> one relevant aspect covered with detailed and accurate description.	One relevant aspect of the issue with detailed and accurate description <b>and</b> one relevant aspect with some description.	At least two relevant aspects with detailed and accurate descriptions which should include the key aspects of the issue.
<b>Quality of explanation/exemplification of the issue.</b> Award up to the <b>maximum of 8 marks</b> available for KU.	Some explanation of one aspect of the issue <b>or</b> relevant exemplification.	Some explanation of two relevant aspects of the issue <b>or</b> detailed explanation of one aspect of the question which may include relevant exemplification.	Detailed explanation of one relevant aspect of the issue with relevant exemplification <b>and</b> some explanation of one aspect of the question.	Full explanation of at least two aspects, which relate closely to the key aspects of the question <b>and</b> extended, relevant, accurate and up-to-date exemplification.
<b>Analysis/evaluation</b> Comments that identify relationships, implications and make judgements. Award up to <b>4 marks</b> .*	One relevant and accurate analytical <b>or</b> evaluative comment.	One relevant and accurate analytical or evaluative comment that is justified <b>or</b> exemplified <b>or</b> two different relevant and accurate analytical/evaluative comments.	One developed relevant and accurate analytical or evaluative comment that is justified <b>and</b> exemplified; this should relate closely to a key aspect of the question.	One extended, accurate and justified analytical or evaluative comment of an insightful nature which relates closely to the key aspects of the question and is exemplified.

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

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

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

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

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

## Marking instructions for each question

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

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
1.	(a)	<p>Award an analysis mark where a candidate use their knowledge and understanding or a source, to identify relevant components (for example, of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views or interpretations</li> <li>• possible consequences or implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical comments.</p> <p>Award up to <b>6 marks</b> per point.</p>	<b>12</b>	<p>Candidates can gain marks in a number of ways up to a <b>maximum of 12 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• arguments for reform</li> <li>• arguments against reform.</li> </ul> <p>Candidates may refer to:</p> <p><b>Arguments for reform:</b></p> <ul style="list-style-type: none"> <li>• recent polls show increased support for independence</li> <li>• independence as possible route to remaining in the EU</li> <li>• increased powers to Scottish Parliament and government</li> <li>• more representative governance</li> <li>• economic case – engineering, financial services, life sciences, oil &amp; gas, tourism</li> <li>• democratic deficit post Brexit vote</li> <li>• federal system would bring the ‘best of both worlds’.</li> </ul> <p><b>Arguments against reform:</b></p> <ul style="list-style-type: none"> <li>• majority of Scots voted no to independence in 2014</li> <li>• political/economic uncertainty</li> <li>• cost of living/energy crisis</li> <li>• UK has international power and economic influence</li> <li>• NATO membership/Ukraine war.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b>            One argument against Scottish Independence is that in the 2014 Referendum 55% of Scottish people voted against independence. (1 mark KU) This means that most Scottish people didn't want independence when it was offered to them and another vote shouldn't be held for a long time yet. (1 mark analysis)  <b>Total 2 marks – 1 mark KU, 1 mark analysis</b></p> <p><b>Response 2</b>            In 2014, 55% of Scots voted to remain in the UK as many believed this meant also staying in the EU. However, in 2016, 52% of people across the UK voted to leave the EU even though 68% of people in Scotland voted to remain. (2 marks KU) This meant that because a majority of people in England and Wales voted for Brexit, Scotland had to leave the EU against its will. (1 mark analysis) Scottish independence would allow the country to escape the turmoil of Brexit by re-joining the EU and so keeping European citizenship and access to the single market. (1 mark analysis)  <b>Total 4 marks – 2 marks KU, 2 marks analysis</b></p> <p><b>Response 3</b>            As one of the richest economies, the UK is currently a member of the G7 which means it is represented amongst the likes of the USA, France and Germany. (1 mark KU) The UK has a lot of international power and Scotland alone would lose this influence in the G7 as a result of independence. (1 mark analysis) The UK is also a member of important military alliances like NATO and has a permanent seat on the UN Security Council making them only one of five countries in the world with the power to veto UN resolutions. (1 mark KU) If Scotland were to leave the UK, then it would not only lose membership of these important organisations, it would also lose all the economic, military and international influence that comes with membership. (1 mark analysis) It is not even clear whether or not Scotland would be able to regain membership of the EU in the event of independence with former EU Commission President Jose Barroso stating that Scotland would have to reapply for membership. (1 mark KU)  <b>Total 5 marks – 3 marks KU, 2 marks analysis</b></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 a candidate use their knowledge and understanding or a source, to identify relevant components (for example, of an idea, theory, argument) and clearly show at least <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views or interpretations</li> <li>• possible consequences or implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical comments.</p> <p>Award up to <b>6 marks</b> per point.</p>	<b>12</b>	<p>Candidates can gain marks in a number of ways up to a <b>maximum of 12 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• the ways in which parliament can hold the Westminster/Scottish Government to account</li> <li>• the success of/limitations on parliament in holding the government to account.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• Prime Minister’s Questions (PMQs)/First Minister’s Questions (FMQs)</li> <li>• membership of a committee/committees</li> <li>• questions to individual ministers</li> <li>• debates</li> <li>• divisions/decision time</li> <li>• whip system</li> <li>• backbench rebellion</li> <li>• size of/lack of majority</li> <li>• type of government – majority, minority, coalition</li> <li>• private/member bills</li> <li>• the House of Lords.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b>  MPs can hold the government to account by becoming members of a committee. As members, MPs can conduct inquiries into government actions or examine a bill before it becomes law. <b>(1 mark KU)</b></p> <p><b>Total 1 mark – 1 mark KU</b></p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p><b>Response 2</b>            MPs can call a vote of no confidence in the government to hold them accountable for their actions. In the House of Commons, a censure motion can lead to a vote and all it takes to topple the government is for a simple majority of MPs to vote ‘no confidence’ in the Prime Minister. This forces the Prime Minister to step down, along with the rest of the government, and an election is called. <b>(2 marks KU)</b> However, if the government has a large majority it is very unlikely, they would lose this vote as ‘turkeys don’t vote for Christmas’. <b>(1 mark analysis)</b>  <b>Total 3 Marks – 2 marks KU, 1 mark analysis</b></p> <p><b>Response 3</b>            Between 2016 and 2021 the SNP governed as a minority, meaning that more MSPs were in opposition than in support of them in parliament. <b>(1 mark KU)</b> The size or lack of a government majority can make the difference in how well MSPs can hold the government to account. <b>(1 mark analysis)</b> In 2018 the SNP minority government were defeated in parliament when opposition parties united to show their opposition to Primary 1 standardised testing. <b>(1 mark KU)</b> This demonstrates that it is easier for MSPs to hold a minority government to account as it becomes mathematically possible to defeat the government, especially over controversial issues. <b>(1 mark analysis)</b> However, the current power sharing agreement between the SNP and the Green Party now makes it harder for parliament to scrutinise the government. The Green Party provides the government with eight votes as part of this deal and as long as the government can maintain the support of the Greens, they have the numerical advantage needed to ensure their bills succeed in parliament. <b>(1 mark KU, 1 mark analysis)</b>  <b>Total 6 Marks – 3 marks KU, 3 marks analysis</b></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>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p>	<b>12</b>	<p>Candidates can gain marks in a number of ways up to a <b>maximum of 12 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>ways in which an electoral system used in the UK is effective</li> <li>ways in which an electoral system used in the UK is not effective.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>First Past the Post (FPTP), Additional Member System (AMS), Single Transferable Vote (STV)</li> <li>the proportionality of results</li> <li>fairness of results</li> <li>tactical voting</li> <li>wasted votes</li> <li>safe seats</li> <li>choice of parties/candidates</li> <li>likelihood of majority/minority/coalition governments</li> <li>likelihood of independent candidates/small parties winning seats.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b> AMS is good at representing the electorate because the results roughly reflect how people vote in each election and this gives fair representation. <b>(1 mark evaluation)</b> For example, in the 2021 Scottish parliament elections the Labour Party won around 19% of the seats with about 20% of the total vote. <b>(1 mark KU)</b> <b>Total 2 Marks – 1 mark KU, 1 mark evaluation</b></p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p><b>Response 2</b>  Under FPTP voters simply choose a single candidate and the candidate with the most votes wins the seat for that constituency. This is good in terms of representation as constituents have one clear representative that they can approach to represent their views in Parliament, creating a strong link between the constituents and the MP. <b>(1 mark KU, 1 mark evaluation)</b> However, in comparison, with a system like AMS voters are represented by eight different MSPs and this can lead to confusion about which MSP to contact if they have a problem, which makes FPTP a better system. <b>(1 mark evaluation)</b>  <b>Total 3 marks – 1 mark KU, 2 marks evaluation</b></p> <p><b>Response 3</b>  The STV system used in Scottish local elections allows for a wide degree of choice for voters. Voters rank candidates, possibly more than one from each party, in preferential order. The people counting the votes can transfer your vote to your second favourite candidate if your first choice has already got enough votes to be elected, or to your third favourite if your first and second have gotten enough votes, and so on. <b>(2 marks KU)</b> This can lead to minority views being better represented as smaller parties and independents have a better chance of being elected. <b>(1 mark evaluation)</b> With systems such as FPTP, the winner takes all and small parties have little chance of success as they are disadvantaged by the majority nature of FPTP. <b>(1 mark KU)</b> In the 2022 Scottish local elections, 35 Green Party councillors and more than 100 independent councillors were elected through the STV system. <b>(1 mark KU)</b>  <b>Total 5 Marks – 4 marks KU, 1 mark evaluation</b></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>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p>	12	<p>Candidates can gain marks in a number of ways up to a <b>maximum of 12 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• the influence of age on voting behaviour</li> <li>• a comparison of age to other factors that influence voting behaviour.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• age and voting patterns</li> <li>• age and turnout</li> <li>• the link between age and the importance of factors such as class, leader image, rational choice, issue voting and media influence.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>Note:</b> do not credit answers which consider other factors without linking them in any way to the influence of age.</p> <p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b>  An analysis of the 2019 general election result showed that Labour was 35 percentage points ahead of the Conservatives among the 18-24 age group whilst amongst those aged over 70, the Conservatives had a lead of 53 percentage points. <b>(2 marks KU)</b> This shows that age is important and has become the new dividing line in politics. <b>(1 mark evaluation)</b>  <b>Total 3 marks – 2 marks KU, 1 mark evaluation</b></p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p><b>Response 2</b>  Age is a significant factor in explaining how people in the UK vote. In the 2019 general election turnout among 18-24-year-olds was 47% but for those aged 65 and over it was 74%. (1 mark KU) Additionally, the older a voter is then the more likely they are to vote for the Conservatives. In fact, for every 10 years older a voter is, their chance of voting for the Conservatives increases by around 9%. (1 mark KU) This means that older voters are the most likely to turn out to vote and they are most likely to vote for the Conservatives. This therefore shows that older voters are much more influential than younger voters due to larger turnout of older voters and their voting choice making the Conservatives the largest party in the last four elections. (2 marks evaluation)  <b>Total 4 marks – 2 marks KU, 2 marks evaluation</b></p> <p><b>Response 3</b>  In 2019 both men and women were more likely to vote Conservative than Labour but women were more likely to vote Labour than men. (1 mark KU) While 44% of all women voted Conservative in 2019 only 17% of 18-24-year-old women voted Conservative, compared to 59% of women aged 55 or over who voted Conservative. (2 marks KU) Therefore, this suggests that although the influence of gender is important it is not as important as the influence of age. (1 mark evaluation) In fact, for every 10 years older a voter is, their chance of voting for the Conservatives increases by around 9%. (1 mark KU)  <b>Total 5 marks – 4 marks KU, 1 mark evaluation</b></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 (for example of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views or interpretations</li> <li>• possible consequences or implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <p>Evaluation involves making 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 <b>maximum of 20 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• reasons why health inequalities exist</li> <li>• relative importance of reasons why health inequalities exist.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• lifestyle choices</li> <li>• social class</li> <li>• geographical location</li> <li>• gender.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b> One reason why health inequalities exist is due to the individual lifestyle choices that some people make. Those people who make positive lifestyle choices with regards to what they eat and drink and the level of exercise they take are more likely to be healthy and have a longer life expectancy than someone who doesn't make positive lifestyle choices. <b>(1 mark KU)</b></p> <p><b>Total 1 mark – 1 mark KU</b></p> <p><b>Response 2</b> One reason why health inequalities exist is due to the individual lifestyle choices that some people make. Those people who make positive lifestyle choices with regards to what they eat and drink and the level of exercise they take are more likely to be healthy and have a longer life expectancy than someone who doesn't make positive lifestyle choices. <b>(1 mark KU)</b> For example, those who drink more than the recommended 14 units of alcohol per week are more likely to suffer liver disease or have a greater likelihood of suffering a stroke than someone who drinks more moderately. <b>(1 mark KU)</b> Therefore, the level of alcohol you consume is a</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	<p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p>		<p>significant individual choice that people make regardless of social class or income. In fact, many of those who drink to excess are from the wealthier classes. <b>(1 mark evaluation)</b></p> <p><b>Total 3 marks – (2 marks KU, 1 mark evaluation)</b></p> <p><b>Response 3</b></p> <p>One reason why health inequalities exist is due to the individual lifestyle choices that some people make. Those people who make positive lifestyle choices with regards to what they eat and drink and the level of exercise they take are more likely to be healthy and have a longer life expectancy than someone who doesn't make positive lifestyle choices. <b>(1 mark KU)</b> For example, those who drink more than the recommended 14 units of alcohol per week are more likely to suffer liver disease or have a greater likelihood of suffering a stroke than someone who drinks more moderately. <b>(1 mark KU)</b> Therefore, the level of alcohol you consume is a significant individual choice that people make regardless of social class or income. In fact, many of those who drink to excess are from the wealthier classes. <b>(1 mark evaluation)</b> There is also a social class link to poor lifestyle choices and ill health. Those with limited incomes in social groups D and E are much more likely to suffer the negative effects of alcohol as they are already deprived in other ways, such as poor housing. <b>(1 mark analysis)</b> Alcohol related deaths amongst the poorer social groups are around eight times higher than amongst the richest. <b>(1 mark KU)</b></p> <p><b>Total 5 marks – 3 marks KU, 1 mark analysis, 1 mark evaluation</b></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 (for example of an idea, theory, argument) and clearly show at least <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views or interpretations</li> <li>• possible consequences or implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <p>Evaluation involves making 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 <b>maximum of 20 marks.</b></p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• evidence of a specific group or groups suffering inequality</li> <li>• extent to which a specific group or groups are affected by inequality.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• inequality between genders</li> <li>• inequality between racial groups</li> <li>• inequality between social classes and between rich and poor</li> <li>• inequality faced by those receiving benefits and the working poor</li> <li>• inequality faced by members of LGBTQ communities</li> <li>• inequality between the elderly and other age groups.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b>  One group that suffers inequality in the UK are women. When compared with men, females are more likely to receive a lower average wage and be unable to access many senior promoted posts. <b>(1 mark KU)</b> For example, female pay is on average around 15% lower than the average male pay and over 90% of Chief Executives in the UK’s top businesses are men. <b>(1 mark KU)</b> This highlights the extent of inequality that exists between men and women.  <b>Total 2 marks - 2 marks KU</b></p> <p><b>Response 2</b>  Poorer people are much more likely to suffer inequalities such as health issues than more prosperous members of UK society. There is a clear link between social deprivation, poverty and poor health. In England, there is a difference of 9.4 years between the life expectancy of men for those in the least-deprived 10% of areas (83.5 years) and the most-deprived 10% of areas (74.1 years). <b>(2 marks KU)</b> Women tend to have longer life expectancy than men. In England this is around four years of a difference, but the statistics show that poverty is a clear factor in health inequalities as both poorer men and women are much more likely to die younger than more affluent people. <b>(1 mark analysis, 1 mark KU)</b>  <b>Total 4 Marks – 3 marks KU, 1 mark analysis</b></p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	<p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p>		<p><b>Response 3</b></p> <p>Inequality in the UK often has a racial element. This is often linked to social class as ethnic minorities are much more likely to be over-represented in poorer social classes such as groups D and E. <b>(1 mark KU)</b> For example, unemployment in 2019 was 4% amongst white people and 7% amongst minority groups combined. <b>(1 mark KU)</b> For people aged 16 to 24 the gap was more pronounced, with rates of 10% and 19% respectively. Black African and Bangladeshi ethnic groups had the highest rates of youth unemployment, at 26% and 24%. <b>(2 marks KU)</b> These statistics highlight that you are much more likely to be unemployed or have difficulty in finding employment if you are a member of one of the UK's minority ethnic groups. <b>(1 mark evaluation)</b> It also highlights that younger ethnic minority Britons are more likely to suffer inequality than older people. <b>(1 mark evaluation)</b></p> <p><b>Total 6 marks – 4 marks KU, 2 marks evaluation</b></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 (for example of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views or interpretations</li> <li>• possible consequences or implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <p>Evaluation involves making 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 <b>maximum of 20 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• government measures to tackle inequalities</li> <li>• extent of success of government measures.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• Scottish Government policies – health screening, free prescriptions, increase in tax, smoking ban, MUP, EMA, PEF, baby box, free travel</li> <li>• UK Government policies – Universal Credit, bedroom tax, increase in minimum wage</li> <li>• government responses to COVID-19 – job retention scheme, furlough</li> <li>• poverty gap, working poor, rise of foodbanks</li> <li>• government responses to the cost-of-living crisis</li> <li>• life expectancy for some groups, poverty levels, health inequalities, poverty related educational attainment gap.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b>  One Scottish Government measure introduced to tackle health inequalities has been Minimum Unit Pricing (MUP). This was designed to curb excessive alcohol consumption in order to save lives and reduce hospital admissions caused by Scotland’s drink problem. <b>(1 mark KU)</b> In its first two years it had some success as the amount of alcohol sold in Scotland fell by almost 8% whilst in England, where MUP has not been introduced, there was no such fall. <b>(1 mark analysis)</b>  <b>Total 2 marks – 1 mark KU, 1 mark analysis</b></p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	<p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p>		<p><b>Response 2</b>  One policy is Universal Credit. It replaced six benefits and made them into one single payment. Currently there are 2.6 million Universal Credit claimants. <b>(1 mark KU)</b> Some claimants have seen a fall of over £1,000 per year in the benefits they would have received under the old system compared to the new one. <b>(1 mark KU)</b> Some critics have argued that Universal Credit was introduced to reduce the government’s overall spending on benefits rather than helping those who require them. <b>(1 mark analysis)</b>  <b>Total 3 marks – 2 marks KU, 1 mark analysis</b></p> <p><b>Response 3</b>  The Scottish Government has introduced policies to reduce health inequalities such as the “sugar tax” and a variety of anti-smoking initiatives such as health warnings on packaging and restrictions on advertising. <b>(1 mark KU)</b> Many health inequalities in Scotland can be seen to have a link to a person’s economic status – the poorer they are the more likely they are to smoke, eat unhealthily and have a greater likelihood of having a shorter life expectancy. <b>(1 mark analysis)</b> The smoking ban has had some impact in reducing smoking levels however, those in poorer social groups are still more likely to smoke or start smoking. <b>(1 mark analysis)</b> Also, life expectancy rates for the richest in society are increasing but those in the poorer margins of society have seen their life expectancy rates stagnate thus showing the failure of anti-smoking initiatives as the gap between rich and poor is increasing. <b>(1 mark evaluation)</b>  <b>Total 4 marks – 1 mark KU, 2 marks analysis, 1 mark evaluation</b></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 (for example of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views or interpretations</li> <li>• possible consequences or implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <p>Evaluation involves making 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 <b>maximum of 20 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• rights that UK citizens have</li> <li>• analysis and evaluation of the success/failure of the ways in which rights are protected.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• legal right, property rights, human rights, children’s rights, political rights</li> <li>• Human Rights Act/European Court of Human Rights/UNCRC</li> <li>• right to fair trial and legal representation</li> <li>• victim’s rights</li> <li>• innocent until proven guilty</li> <li>• property.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b> The UK is a fully functioning democracy in which citizens have many rights protected by law. However, parliament is sovereign and many of the rights we have could easily be taken away if parliament vote to remove them. For example, in 2022 the UK parliament voted to limit the right to protest by passing the Police, Sentencing and Courts Act. <b>(2 marks KU)</b> <b>Total 2 marks – 2 marks KU</b></p> <p><b>Response 2</b> The UK is a fully functioning democracy in which citizens have many rights protected by law. However, parliament is sovereign and many of the rights we have could easily be taken away if parliament vote to remove them. For example, in 2022 the UK parliament voted to limit the right to protest by passing the Police, Sentencing and Courts Act. <b>(2 marks KU)</b> Unlike the US, the UK does not have a codified constitution or a written bill of rights, which enshrines citizen’s rights. In</p>

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	<p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p>		<p>the US such changes to the right to protest would not be possible. <b>(1 mark analysis)</b>  This shows that UK citizen’s rights are not as well protected as they could be even though they are seen as essential to our democracy. <b>(1 mark evaluation)</b>  <b>Total 4 marks – 2 marks KU, 1 mark analysis, 1 mark evaluation</b></p> <p><b>Response 3</b>  The UK is a fully functioning democracy in which citizens have many rights protected by law. However, parliament is sovereign and many of the rights we have could easily be taken away if parliament vote to remove them. For example, in 2022 the UK parliament voted to limit the right to protest by passing the Police, Sentencing and Courts Act. <b>(2 marks KU)</b> Unlike the US, the UK does not have a codified constitution or a written bill of rights, which enshrines citizen’s rights. In the US such changes to the right to protest would not be possible. <b>(1 mark analysis)</b> This shows that UK citizen’s rights are not as well protected as they could be even though they are seen as essential to our democracy. Since Brexit some groups, for example the pressure group Unlock Democracy, fear that political and human rights will be stripped away by parliament. <b>(1 mark evaluation, 1 mark KU)</b>  <b>Total 5 marks – 3 marks KU, 1 mark analysis, 1 mark evaluation</b></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 (for example of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views or interpretations</li> <li>• possible consequences or implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <p>Evaluation involves making 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 <b>maximum of 20 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• impact of crime on offenders</li> <li>• extent to which crime has the greatest impact on offenders.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• restriction/loss of liberty</li> <li>• criminal record/restrictions to employment</li> <li>• emotional and psychological loss</li> <li>• financial impact</li> <li>• breakdown of relationships/family</li> <li>• stigma</li> <li>• impact of crime on groups other than offenders.</li> </ul> <p>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</p> <p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b>  One impact of crime on offenders is that they may lose their liberty and freedom, particularly if they have committed serious or repeat offences and end up in prison. <b>(1 mark KU)</b> The more serious the offence, the greater the likelihood of being sent to prison. For example, those who commit terrorist acts and serial killers will be sent to prison, sometimes on a whole life tariff sentence which means that they will permanently have their freedom taken from them and will eventually die in prison. <b>(2 marks KU)</b>  <b>Total 3 marks – 3 marks KU</b></p> <p><b>Response 2</b>  It is wrong to state that the greatest impact of crime is felt by the offender. Whilst the offender may lose their liberty and freedom, victims and victim’s families suffer the greatest impact of crime. <b>(1 mark evaluation)</b> Many victims suffer serious physical injury due to being a victim and many of them continue to pay a psychological price long after the physical scars have healed. Victim’s families pay a price too in terms of increased stress, anxiety and potential breakdown in relationships. <b>(2 marks analysis)</b> For example, a report estimated that over 30%</p>

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	<p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p>		<p>of victims of crime suffer some form of PTSD including flashbacks, insomnia and increased anxiety. <b>(1 mark KU)</b></p> <p><b>Total 4 marks – 1 mark KU, 2 marks analysis, 1 mark evaluation</b></p> <p><b>Response 3</b></p> <p>Offenders may be impacted due to loss of liberty and the impact that having a criminal record can have on them finding employment once they have served their sentence. <b>(1 mark KU)</b> The consequences of criminality on the perpetrator don't find much sympathy from ordinary members of the public who have to live in communities that are affected by rising crime. <b>(1 mark analysis)</b> They may no longer feel safe in their own homes, face growing costs in terms of home and car insurance as well as an increased likelihood of them being victims of crimes such as burglary, muggings and anti-social behaviour in their own communities. <b>(1 mark KU)</b> Society and local communities often pay the highest price for the crimes of individuals and there is a convincing argument that it is them and not the perpetrators that feel the greatest impact from criminal behaviour. <b>(1 mark evaluation)</b> A consequence for local communities with high crime rates is economic disadvantage, such as high rates of unemployment and lack of investment. <b>(1 mark analysis)</b></p> <p><b>Total 5 marks – 2 marks KU, 2 marks analysis, 1 mark evaluation</b></p>



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(f)	<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (for example of an idea, theory, argument) and clearly show at least <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views or interpretations</li> <li>• possible consequences or implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <p>Evaluation involves making 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 <b>maximum of 20 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• effectiveness or otherwise of non-custodial responses</li> <li>• effectiveness or otherwise of custodial responses</li> <li>• comparative analysis and evaluation of custodial and non-custodial responses.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• Community Payback Orders (CPOs)</li> <li>• Restriction of Liberty Orders (RLOs)</li> <li>• electronic tagging</li> <li>• restorative justice</li> <li>• Drug Treatment and Testing Orders (DTTOs)</li> <li>• reoffending rates, cost</li> <li>• official crime figures</li> <li>• public and media perceptions</li> <li>• protection of the public</li> <li>• reparation to victims.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b>  Drug Treatment and Testing Orders (DTTOs) are a commonly used non-custodial response. These are offered to offenders whose addiction is often the main cause of their criminality. They offer support which is aimed at helping drug misusers kick their habits and break the cycle of their offending. <b>(1 mark KU)</b> However, DTTOs have very low rates of completion and higher rates of reoffending than some prison sentences which highlights how they can be seen to be ineffective.  <b>(1 mark evaluation)</b>  <b>Total 2 marks – 1 mark KU, 1 mark evaluation</b></p>

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	<p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p>		<p><b>Response 2</b>  Non-custodial responses to crime can be seen to be much more effective than custodial responses in terms of reoffending rates particularly for short term sentences. Some non-custodial responses are much more likely to lead to lower reoffending rates than if someone has been sent to prison. <b>(1 mark evaluation)</b> For example, the reoffending rate for non-custodial sentences is often around 35% whereas the reoffending rate for custodial sentences can be as high as 60% for short term sentences and around 40% for longer sentences. <b>(1 mark KU)</b>  <b>Total 2 marks – 1 mark KU, 1 mark evaluation</b></p> <p><b>Response 3</b>  Another non-custodial response is Community Payback Orders (CPOs). CPOs allow judges to sentence offenders to a set number of community work hours if they decide it is appropriate and will discourage reoffending. <b>(1 mark KU)</b> A judge can decide on several courses of action including unpaid work, supervision, treatment for alcohol or drugs or compensation payments to victims. <b>(1 mark KU)</b> These community sentences have a reoffending rate of approximately 34% compared to around 45% for those who leave prison. <b>(1 mark KU)</b> The fact that reoffending for CPOs is lower than that for prison suggests that CPOs are more effective in reducing crime, however this may not be the case as the type of criminal issued with a CPO is less likely to have committed serious or violent crimes or be what could be called a serial offender or career criminal. <b>(1 mark evaluation, 1 mark analysis)</b> CPOs are also much more cost effective to the taxpayer costing around 10% of a prison sentence. <b>(1 mark KU)</b>  <b>Total 6 marks – 4 marks KU, 1 mark evaluation, 1 mark analysis</b></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 (for example of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views or interpretations</li> <li>• possible consequences or implications</li> <li>• underlying order or structure</li> <li>• understanding of the relative importance of components.</li> </ul> <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 <b>maximum of 20 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• the political system of the world power studied</li> <li>• the relative powers of different political institutions.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• constitutional arrangements of any world power</li> <li>• executive authority held by the President/Prime Minister/Cabinet</li> <li>• authority held by main legislative bodies</li> <li>• judicial authority</li> <li>• relationship between the executive, legislative and judicial bodies</li> <li>• relationship between national, state, provincial and local governments</li> <li>• the role of political parties.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>World power: South Africa</b></p> <p><b>Response 1</b> A key part of South Africa’s constitution is an independent judiciary. South Africa has a system of independent courts at local, provincial and national level. <b>(1 mark KU)</b> The highest court is the Constitutional Court which scrutinises the work of the executive to ensure that it follows the principles of the constitution. <b>(1 mark KU)</b> <b>Total 2 marks – 2 marks KU</b></p> <p><b>World power: China</b></p> <p><b>Response 2</b> China has a written constitution where power is apparently divided between the President (executive), the National People’s Congress (legislature) and the Supreme People’s Court (judiciary). <b>(1 mark KU)</b> However, in China power is actually concentrated with the President who heads the dominant political party, the</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	<p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p>		<p>Chinese Communist Party. This means that the legislature, the NPC, mostly just exists to ‘rubber stamp’ the wishes of the CCP. <b>(1 mark analysis)</b></p> <p><b>Total 2 marks – 1 mark KU, 1 mark analysis</b></p> <p><b>World power: USA</b></p> <p><b>Response 3</b></p> <p>The US has a written constitution with a clear separation of powers. Congress has the legislative power, the US Supreme Court has the judicial power, whilst the Presidency has the executive power. <b>(1 mark KU)</b> The President can bypass Congress and issue an executive order to create a new law or remove previous laws. For example, President Biden used executive orders to remove many of his predecessor’s laws including the ‘Muslim travel ban’. <b>(2 marks KU)</b> This shows how the Executive of the US can dominate decision-making, however, this power must not be abused or the President could find impeachment proceedings against him. <b>(1 mark analysis)</b> Another way the US government can dominate decision-making is that the President can block legislation that has come from Congress by using his ‘power of veto’. <b>(1 mark KU)</b> However, a major limit on the President is that Congress can override the Presidential veto with a two-thirds majority reducing influence of the executive. Given the current composition of the US Congress it is very difficult to achieve a two-thirds majority so in reality the overriding of a veto is rare. <b>(2 marks evaluation)</b></p> <p><b>Total 7 marks – 4 marks KU, 1 mark analysis, 2 marks evaluation.</b></p> <p><b>(This response contains two separate points)</b></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 (for example of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views or interpretations</li> <li>• possible consequences or implications</li> <li>• underlying order or structure</li> <li>• understanding of the relative importance of components.</li> </ul> <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 <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p>	20	<p>Candidates can gain marks in a number of ways up to a <b>maximum of 20 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• knowledge of a group who face socio-economic inequality</li> <li>• significance of the socio-economic inequalities faced by this group.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• reference to inequalities faced by a group in relation to: wealth/poverty levels, unemployment rates, housing, education, health and crime</li> <li>• housing – disparities in homeownership</li> <li>• crime – crime rates, impact of crime, issues with policing</li> <li>• justice – prison population / death sentence</li> <li>• access to healthcare</li> <li>• disparities in household incomes</li> <li>• educational attainment</li> <li>• geographical inequality.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>World power: USA</b></p> <p><b>Response 1</b>  In the US, the extent of economic inequality can be highlighted by the wealth gap between ethnic groups. For every \$100 the average White family has, the average Black family has \$11. <b>(1 mark KU)</b></p> <p><b>Total 1 mark – 1 mark KU</b></p> <p><b>Response 2</b>  In the US, the extent of economic inequality can be highlighted by the wealth gap between ethnic groups. For every \$100 the average White family has, the average Black family has \$11. <b>(1 mark KU)</b> This disparity is a consequence of the large differences in average income between ethnic groups. <b>(1 mark analysis)</b> The wealth gap is also caused by the Black ethnic group having a higher unemployment rate than all other ethnic groups, including Hispanics. <b>(1 mark KU)</b> It is clear therefore that economic inequality hits Black families the hardest, with lower incomes meaning higher poverty rates and the associated negatives that accompany it. <b>(1 mark evaluation)</b></p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p><b>Total 4 marks – 2 marks KU, 1 mark analysis, 1 mark evaluation</b></p> <p><b>World power: South Africa</b></p> <p><b>Response 3</b>            In South Africa there is a severe lack of teaching staff in the former township areas – the government requires 25,000 teachers to qualify annually but only manage around 10,000. <b>(1 mark KU)</b> The impact of this is that attainment is much lower for Black children than it is for White children in South Africa who can often afford to go to private schools. This continues the cycle of poverty for Black children and affects their future life chances in terms of employment and income. <b>(2 marks analysis)</b></p> <p><b>Total 3 marks – 2 marks analysis, 1 mark KU</b></p> <p><b>Response 4</b>            There is a severe lack of teaching staff in the former township areas – the government requires 25,000 teachers to qualify annually but only manage around 10,000. <b>(1 mark KU)</b> The impact of this is that attainment is much lower for Black children than it is for White children in South Africa who can often afford to go to private schools. This continues the cycle of poverty for Black children and affects their future life chances in terms of employment and income. <b>(2 marks analysis)</b> For example, despite making up only 10% of the population, more Whites pass mathematics than Blacks. <b>(1 mark KU)</b> This highlights the major racial inequalities which are still apparent within the South African education system with Black children more severely impacted. <b>(1 mark evaluation)</b></p> <p><b>Total 5 marks – 2 marks KU, 2 marks analysis, 1 mark evaluation</b></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 (for example of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views or interpretations</li> <li>• possible consequences or implications</li> <li>• underlying order or structure</li> <li>• understanding of the relative importance of components.</li> </ul> <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 <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p>	20	<p>Candidates can gain marks in a number of ways up to a <b>maximum of 20 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• political, economic, cultural and military influence</li> <li>• extent of the influence.</li> </ul> <p>Candidates may refer to:</p> <p><b>World power: USA</b></p> <ul style="list-style-type: none"> <li>• political influence <ul style="list-style-type: none"> <li>- international diplomacy – Middle East, North Korea, climate change</li> <li>- leading role at UN – permanent member of Security Council, largest financial contributor.</li> </ul> </li> <li>• economic influence <ul style="list-style-type: none"> <li>- membership of G7 and G20</li> <li>- global recession</li> <li>- economic influence over global trade – imposing tariffs on international imports</li> <li>- international aid.</li> </ul> </li> <li>• military influence <ul style="list-style-type: none"> <li>- involvement in global conflicts – Middle East, Ukraine</li> <li>- leading role in NATO – largest financial contributor</li> <li>- nuclear superpower</li> <li>- reference to ‘world’s policeman’.</li> </ul> </li> </ul> <p><b>World power: South Africa</b></p> <ul style="list-style-type: none"> <li>• political influence <ul style="list-style-type: none"> <li>- membership and influence in the African Union</li> <li>- UN Security Council – member 2019.</li> </ul> </li> <li>• economic influence <ul style="list-style-type: none"> <li>- membership of the G20</li> <li>- membership of BRICS</li> <li>- membership of Southern African Development Community.</li> </ul> </li> <li>• military influence <ul style="list-style-type: none"> <li>- membership and contribution to African Union peacekeeping</li> <li>- membership and contribution to UN peacekeeping.</li> </ul> </li> </ul>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p><b>World power: China</b></p> <ul style="list-style-type: none"> <li>• political influence <ul style="list-style-type: none"> <li>- leading role at UN – permanent member of Security Council</li> <li>- ‘soft power’ lobbying activities worldwide</li> <li>- influence in the developing world – mainly Africa.</li> </ul> </li> <li>• economic influence <ul style="list-style-type: none"> <li>- membership of the G7 and G20</li> <li>- memberships of BRICS – lead nation</li> <li>- investment in Africa</li> <li>- trade influence – impact on world economy, trade war with USA.</li> </ul> </li> <li>• military influence <ul style="list-style-type: none"> <li>- nuclear power</li> <li>- the People’s Liberation Army is the largest military in the world</li> <li>- issues around Taiwan, Tibet, Hong Kong.</li> </ul> </li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>World power: China</b></p> <p><b>Response 1</b>  China has attempted to influence the traditional global wealth structure by spearheading the BRICS development bank, which has its headquarters in Shanghai. <b>(1 mark KU)</b> This has been in response to the domination of Western nation’s involvement and influence over developing nations. <b>(1 mark analysis)</b>  <b>Total 2 marks – 1 mark KU, 1 mark analysis</b></p> <p><b>World power: USA</b></p> <p><b>Response 2</b>  The US spends more money on their military than any other nation on earth – in 2022 they spent approximately \$777 billion. <b>(1 mark KU)</b> Having such a large, sophisticated and well-funded military means the US has a lot of influence over other countries and conflicts as their power and weaponry can be decisive in battle. <b>(1 mark analysis)</b></p>



Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p><b>Total 2 marks – 1 mark KU, 1 mark analysis</b></p> <p><b>Response 3</b>  The US spends more money on their military than any other nation on earth – in 2022 they spent approximately \$777 billion. <b>(1 mark KU)</b> Having such a large, sophisticated and well-funded military means the US has a lot of influence over other countries and conflicts as their power and weaponry can be decisive in battle. <b>(1 mark analysis)</b> The US has used their military strength to intervene in numerous conflicts in recent years such as the campaign against ISIS in the Middle East. The US worked with other global powers such as the UK and France in trying to rid Syria, and other countries, of the terrorist group. <b>(1 mark KU)</b> However, in 2021 the US withdrew all military personnel from Afghanistan after 20 years highlighting that the US may be scaling down their military influence in the region. <b>(1 mark analysis)</b></p> <p><b>Total 4 marks – 2 marks KU, 2 marks analysis</b></p> <p><b>World power: South Africa</b></p> <p><b>Response 4</b>  As a member of the Southern African Development Community, South Africa helps its neighbouring countries by welcoming workers including unskilled, semi-skilled and highly skilled labour. <b>(1 mark KU)</b> This has cushioned the adverse effects of the ‘brain drain’ South Africa suffers at the hands of other attractive destinations like Europe and the USA. <b>(1 mark analysis)</b> However, this has not always been viewed as an advantage by various sectors in South Africa. The trade unions resist the employment of foreign nationals. The labour market is highly regulated by strict legislation like the Employment Equity Act and BEE that reserves first preference for black South Africans who were disadvantaged during the apartheid past. <b>(1 mark KU, 1 mark evaluation)</b></p> <p><b>Total 4 marks – 2 marks KU, 1 mark analysis, 1 mark evaluation</b></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 (for example of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views or interpretations</li> <li>• possible consequences or implications</li> <li>• underlying order or structure</li> <li>• understanding of the relative importance of components.</li> </ul> <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 <b>maximum of 20 marks</b>. Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• political and religious causes</li> <li>• social and economic causes</li> <li>• the relative importance of the causes.</li> </ul> <p><b>World issue: international terrorism</b></p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• political causes – dictatorships, human rights, corruption, Western foreign policy</li> <li>• extreme religious motivations/radicalisation, right wing extremism</li> <li>• poverty, unemployment</li> <li>• access to/ownership of economic resources.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b>            Terrorists may be driven by deprivation and poverty within their society. An example of this situation is currently happening in Somalia where most of the current generation have grown up in conditions of conflict, insecurity of livelihood and deprivation. <b>(1 mark KU)</b> This has tended to make many of them vulnerable to being radicalised to the arguments and promises of militant group al-Shabaab. <b>(1 mark KU)</b>  <b>Total 2 marks – 2 marks KU</b></p> <p><b>Response 2</b>            The roots of terrorism can be found in countries that have issues with political instability and turmoil such as Syria and Palestine. Some of these nations are dictatorships who disregard human rights and democracy. <b>(1 mark KU)</b> This can often lead to them resorting to violent methods to try and achieve social and political change. This highlights that terrorism can often be the result of perceived injustice and lack of power which leads to terrorist acts, often as a last resort. <b>(1 mark analysis)</b></p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	<p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p>		<p><b>Total 2 marks – 1 mark KU, 1 mark analysis</b></p> <p><b>World Issue: development in Africa</b></p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• political causes – dictatorships, kleptocracy, corruption, nepotism</li> <li>• debt, trade, sanctions</li> <li>• HIV/AIDS, lack of education, gender inequality, civil war.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b>  A cause of underdevelopment in Africa is debt. This economic cause holds back many African nations from investing properly in social services such as schools and healthcare. <b>(1 mark analysis)</b> Zambia owes almost \$30 billion and could spend all of its public revenue on debt and still owe money. <b>(1 mark KU)</b>  <b>Total 2 marks – 1 mark KU, 1 mark analysis</b></p> <p><b>Response 2</b>  Corruption in African politics is widespread in many nations across the continent. For example, South Sudan was named the most corrupt nation on earth in 2021 according to the Corruption Perceptions Index. <b>(1 mark KU)</b> Lack of democracy has allowed many dictators, such as Paul Biya in Cameroon, to remain in power for decades enjoying lavish lifestyles whilst the population lives well below the poverty line, often suffering from disease and malnutrition as a result of this corruption. <b>(1 mark KU, 1 mark analysis)</b> Corruption by government officials has led to money and aid (\$335m from the IMF to tackle COVID-19) which should be spent on the population, going missing and potentially ending up in the private bank accounts of individuals. <b>(1 mark KU, 1 mark analysis)</b> This greatly hinders development as the money is not reaching its intended purpose to support the social and economic development of a nation meaning the people suffer. <b>(1 mark evaluation)</b>  <b>Total 6 marks – 3 marks KU, 2 marks analysis, 1 mark evaluation</b></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 (for example of an idea, theory, argument) and clearly show at least <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views or interpretations</li> <li>• possible consequences or implications</li> <li>• underlying order or structure</li> <li>• understanding of the relative importance of components.</li> </ul> <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 <b>maximum of 20 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• the nature of the issue</li> <li>• evaluation of the impact of the issue on individuals, families and communities.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• death/bereavement/loss</li> <li>• family</li> <li>• health/psychological trauma</li> <li>• education</li> <li>• displacement</li> <li>• unemployment, poverty</li> <li>• destruction of infrastructure/housing</li> <li>• crime</li> <li>• social and community cohesion.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>World issue: conflict</b></p> <p><b>Response 1</b>  The people of Syria have suffered greatly over the last decade due to civil war. More than half of Syria's pre-war population of 22 million have fled their homes. (1 mark KU)  <b>Total 1 mark – 1 mark KU</b></p> <p><b>Response 2</b>  The people of Syria have suffered greatly over the last decade due to civil war. More than half of Syria's pre-war population of 22 million have fled their homes. (1 mark KU) About 7 million are internally displaced and another 6.8 million are refugees abroad. (1 mark KU) Lebanon, Jordan and Turkey host over 80% of Syria's displaced refugees. (1 mark KU) This means that huge numbers of Syrian families have had to leave everything behind to survive, including jobs and schooling. This has seriously affected their standard of living. (1 mark analysis)  <b>Total 4 marks – 3 marks KU, 1 mark analysis</b></p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	<p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p>		<p><b>Response 3</b></p> <p>Since the US military withdrawal in 2021, Afghanistan has been under the rule of the Taliban who run the country according to an extreme form of Islamic sharia law. <b>(1 mark KU)</b> Due to this, the citizens of Afghanistan have very few human rights, especially women. Such restrictions include the banning of people listening to music, watching TV or using the internet. <b>(1 mark KU)</b> Also, after 20 years of progress towards gender equality, women’s rights have been removed reversing this progress and seriously impacting their lifestyle. Women are no longer allowed to work in certain positions such as in the media or in the police and are banned from playing sports or wearing make-up. <b>(1 mark KU, 1 mark analysis)</b> The Taliban, who are considered a terrorist organisation by the UK government, have had a brutal impact on many Afghan’s lives leading many to flee the country contributing to a global refugee crisis. <b>(1 mark evaluation)</b></p> <p><b>Total 5 marks – 3 marks KU, 1 mark analysis, 1 mark evaluation</b></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 (for example of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views or interpretations</li> <li>• possible consequences or implications</li> <li>• underlying order or structure</li> <li>• understanding of the relative importance of components.</li> </ul> <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 <b>maximum of 20 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• the effects of a world issue</li> <li>• the extent of the effects of the issue on the wider international community.</li> </ul> <p><b>World issue: international terrorism</b></p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• frequency of terror attacks across the world</li> <li>• social/political/economic impact of terror attacks</li> <li>• impact of refugees/population displacement</li> <li>• increase in extremism/instability</li> <li>• increased security measures across the world</li> <li>• diplomatic relationships.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b>  Terrorism impacts the wider international community due to the nature of some of the main terror groups' beliefs. For example, ISIS has a strategic goal of creating an Islamic caliphate across the globe and carrying out a jihad (war) against those opposed to it. <b>(1 mark KU)</b> The caliphate would have involved seizing territory from several different countries such as Iraq and Syria. <b>(1 mark KU)</b>  <b>Total 2 marks – 2 marks KU</b></p> <p><b>Response 2</b>  Terrorism impacts the wider international community due to the nature of some of the main terror groups' beliefs. For example, ISIS has a strategic goal of creating an Islamic caliphate across the globe and carrying out a jihad (war) against those opposed to it. <b>(1 mark KU)</b> The caliphate would have involved seizing territory from several different countries such as Iraq and Syria. <b>(1 mark KU)</b> One impact on the international community is a large financial commitment to combat ISIS. Britain alone has spent £3 billion <b>(1 mark analysis)</b> and the world's biggest military power, the USA, has spent over \$14 billion. <b>(1 mark KU)</b>  <b>Total 4 marks – 3 marks KU, 1 mark analysis</b></p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	<p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p>		<p><b>World issue: war in Ukraine</b></p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• diplomatic instability, regional/global</li> <li>• potential for further regional/global conflict</li> <li>• nuclear weapons</li> <li>• cost of aid programmes</li> <li>• cost of military support</li> <li>• economic impact – food prices, energy crisis</li> <li>• food shortages</li> <li>• international charities</li> <li>• impact of refugees/population displacement.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b>  Russia’s invasion of Ukraine and the prolonged war that has followed has forced energy costs and food prices across Europe to increase dramatically. <b>(1 mark KU)</b>  <b>Total 1 mark – 1 mark KU</b></p> <p><b>Response 2</b>  Russia’s invasion of Ukraine and the prolonged war that has followed has forced energy costs and food prices across Europe to increase dramatically. <b>(1 mark KU)</b>  Disruption to the flow of gas from Russia to Europe has resulted in shortage of supply in many countries, such as Germany. <b>(1 mark analysis)</b> Households in the UK have had to deal with soaring gas and electricity costs which have risen by hundreds of pounds per month placing massive political pressure on the UK government. <b>(1 mark analysis)</b> Most of western Europe’s economies have been severely hit as businesses have been forced to close and tax revenues have fallen. These governments have struggled to find effective policies which will combat the ‘cost of living’ crisis. <b>(1 mark analysis)</b> Countries more reliant on Russian gas and oil have been more exposed to the energy crisis than countries with their own or alternative energy sources. <b>(1 mark evaluation)</b>  <b>Total 5 marks – 1 mark KU, 3 marks analysis 1 mark evaluation</b></p>

[END OF MARKING INSTRUCTIONS]