



National  
Qualifications  
RESOURCE

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**X849/76/11**

**Modern Studies  
Paper 1**

## **Marking Instructions**

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Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.

## 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 maximum of 8 marks available for KU.</p>	Some explanation of one aspect of the issue <b>or</b> relevant exemplification.	Some explanation of two relevant aspects of the issue <b>or</b> detailed explanation of one aspect of the question which may include relevant exemplification.	Detailed explanation of one relevant aspect of the issue with relevant exemplification <b>and</b> some explanation of one aspect of the question.	Full explanation of at least two aspects, which relate closely to the key aspects of the question <b>and</b> extended, relevant, accurate and up-to-date exemplification.	
<p><b>Analysis</b> 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 <b>or</b> exemplified <b>or</b> two different relevant and accurate analytical comments.	One developed relevant and accurate analytical comment that is justified <b>and</b> exemplified; this should relate closely to a key aspect of the question.	One extended, accurate and justified analytical comment of an insightful nature which relates closely to the key aspects of the question and is exemplified.	At least two developed relevant and accurate analytical comments that are justified <b>and</b> exemplified. These should relate closely to the question and may be linked for 6 marks.

	1 mark	2 marks	3 marks	4 marks	5–6 marks
<b>Structure</b> 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 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 <b>up to a maximum of 20 marks.</b></p> <p>Award marks where candidates refer to aspects of the following</p> <ul style="list-style-type: none"> <li>• analysis and evaluation of the social/economic/political arguments in favour of Brexit.</li> <li>• analysis and evaluation of the social/economic/political arguments against Brexit.</li> </ul> <p>Candidates may refer to</p> <ul style="list-style-type: none"> <li>• economic arguments – access to EU free market and trade, impact on GDP growth, value of the pound, soft versus hard Brexit, employment law and workers’ rights (for example EU Working Time Directive), World Trade Organisation rules, bilateral trade agreements, Irish trade and border issues, combined impact of Brexit and coronavirus on economy</li> <li>• social arguments – Impact on immigration policy, status of EU citizens in UK, border control (including Ireland), freedom of movement and immigration, human rights issues, security, Europol, European Arrest Warrant, impact of coronavirus</li> <li>• political arguments – Protest across UK, Scottish Independence, Northern Ireland Peace Process, division within Labour/Tories, dispute within Parliament, sovereignty and legislative autonomy, UK’s global influence as part of the EU and influence as a sovereign nation, impact of coronavirus</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> Leaving the EU has possible trade benefits for the UK. Brexiteers argue that this will allow the UK to arrange Free Trade deals with individual countries. <b>(1 mark KU)</b> President Trump and Prime Minister Jacinda Ardern of New Zealand have expressed interest to quickly establish post-Brexit trade deals with the UK. <b>(1 mark KU)</b></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>Award up to <b>full marks</b> if candidates answer within a Scottish context only, a UK context only, or refer to both Scotland and the UK as appropriate.</p> <p>Where candidates make more analytical and/or evaluative points than are required to gain the maximum allocation of marks, award these as knowledge and understanding marks, provided they meet the criteria for this.</p>		<p><b>Total 2 marks – 2 marks KU</b></p> <p><b>Response 2</b>  The UK has voted to give up membership of its largest trading partner. Over 40% of UK exports are to the EU and over 50% of our imports come from EU countries. <b>(1 mark KU)</b> UK Government analysis of the impact of Brexit showed that even if the UK ends up with the ‘softest’ Brexit, its economy will be 2% worse off, a no-deal Brexit will make the economy 15% worse off over the following 15 years. <b>(1 mark KU)</b> Leaving the EU will therefore damage the UK economically costing jobs and threatening incomes, especially if ‘no-deal’ is the outcome. <b>(1 mark analysis)</b> The degree of this damage will depend on the type of relationship the UK achieves with the EU zone after negotiations, the hardest of Brexits bringing the most damaging outcomes. <b>(1 mark evaluation)</b>  <b>Total 4 marks – 2 marks KU, 1 mark analysis, 1 mark evaluation</b></p> <p><b>Response 3</b>  By leaving the EU the UK will regain sovereignty and control over its own law and legal affairs. The UK Parliament, Scottish Parliament and the UK Supreme Court will now be the main creators and interpreters of laws in the UK rather than the EU and EU courts whose laws and legal decisions currently override those of the UK. <b>(2 marks KU)</b> However, while this is a popular prospect among the UK public, there are problems if UK laws start to differ too much from the laws of the EU zone. Many of our human rights, working rights, and food and safety standards are based on EU laws. There is a fear that human rights and workers’ rights may be removed to make it easier for businesses to operate in the UK and make profits. <b>(1 mark KU, 1 mark analysis)</b> If we introduce lower standards of safety in our products or food we will find it difficult to sell them into the EU market as they will not comply with their standards, which could be damaging to our economy, especially to small and medium-sized enterprises. <b>(1 mark analysis)</b> So while the government and population see a gain in sovereignty as a massive plus, it could cause some economic problems. <b>(1 mark evaluation)</b></p>



Question	General marking Instructions	Max mark	Specific marking instructions for this question
			<p><b>Total 6 marks – 3 marks KU, 2 marks analysis, 1 mark evaluation</b></p> <p><b>Response 4</b>  Overall, the most convincing arguments in favour of Brexit are political. The return of sovereignty to the UK Parliament and the regaining of control over our borders are huge issues which convinced the UK public in the 2016 referendum. <b>(1 mark evaluation)</b> However, there are economic disadvantages which are widely expected and predicted by the Government’s own analysis. These outweigh any political advantages and are the most convincing arguments of all. <b>(1 mark evaluation)</b></p> <p><b>Total 2 marks – 1 mark analysis, 1 mark evaluation</b></p> <p><i>Note: where candidates provide answers which deal with only one side of the Brexit debate, award a maximum of 12 marks.</i></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>• 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>• the ways in which government can be held to account by parliament</li> <li>• the effectiveness of this scrutiny.</li> </ul> <p>Candidates may refer to</p> <ul style="list-style-type: none"> <li>• Select Committees/Committees in the Scottish Parliament</li> <li>• voting in the House of Commons/Debating Chamber</li> <li>• the party whip system</li> <li>• the powers of the Prime Minister (including proroguing)</li> <li>• the powers of the First Minister</li> <li>• the House of Lords</li> <li>• type of government – coalition government, minority and/or majority government</li> <li>• question time, ten minute rule, Members’ Bills</li> <li>• the role of the speaker in enforcing parliamentary procedures.</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> Parliament can hold government to account because the government is not able to pass any new laws without the approval of parliament. All bills are both debated and voted on in the House of Commons and the House of Lords and a majority vote amongst MPs and peers is needed for the bill to become law. For example, parliament approved of the government’s Welfare and Reform Act in 2016 which allowed for the rollout of the government’s flagship Universal Credit scheme. <b>(2 marks KU)</b> <b>Total 2 marks – 2 marks KU</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>Award up to <b>full marks</b> if candidates answer within a Scottish context only, a UK context only, or refer to both Scotland and the UK as appropriate.</p> <p>Where candidates make more analytical and/or evaluative points than are required to gain the maximum allocation marks, award these as knowledge and understanding marks, provided they meet the criteria for this.</p>		<p><b>Response 2</b> Parliament can hold government to account because the government is not able to pass any new laws without the approval of parliament. All bills are both debated and voted on in the House of Commons and the House of Lords and a majority vote amongst MPs and peers is needed for the bill to become law. For example, the parliament approved of the government’s Welfare and Reform Act in 2016 which allowed for the rollout of the government’s flagship Universal credit scheme. <b>(2 marks KU)</b> Without a majority vote from MPs in Parliament this bill would not have passed. This shows that the government does not have the ability to create new laws without the agreement of parliament and as such shows that parliament greatly limits the power of government in law making. <b>(1 mark evaluation)</b> <b>Total 3 marks – 2 marks KU, 1 mark evaluation</b></p> <p><b>Response 3</b> Parliament can limit government because the government is not able to pass any new laws without the approval of parliament. All bills are both debated and voted on in the House of Commons and the House of Lords and a majority vote from MPs and peers is needed for the bill to become law. For example, the parliament approved the government’s Welfare and Reform Act in 2016 which allowed for the rollout of the government’s flagship Universal Credit scheme. <b>(2 marks KU)</b> In 2016 the Conservative government had a majority of MPs within the House of Commons and as such they can use the party whip system to ensure that they win crucial votes such as this and reduce the power of the House of Commons. Showing that whilst parliament holds the ability to vote against government backed bills, this is unlikely to happen if the government holds a big majority of MPs as they can rely on their vote. Majority governments are more common in the UK Parliament due to the First Past the Post voting system and as such government is usually able to control parliament. <b>(1 mark KU, 2 marks analysis)</b> Therefore the ability of parliament to hold government to account is very limited with majority governments often being described as an ‘elected dictatorship’ due to their ability to control what happens in parliament. <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
(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 <b>up to a maximum of 20 marks.</b></p> <p>Award marks where candidates refer to aspects of the following</p> <ul style="list-style-type: none"> <li>• ways in which electoral systems provide effective choice</li> <li>• ways in which electoral systems provide fair representation.</li> </ul> <p>Candidates may refer to</p> <ul style="list-style-type: none"> <li>• the Additional Member System</li> <li>• the Single Transferable Vote</li> <li>• First Past the Post.</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 Additional Member System is a hybrid system which uses regional lists and single member constituencies which means that the percent of votes cast for each party should broadly match the percent of seats each party gains. <b>(1 mark KU)</b> For example, in 2016 the SNP won 46% of the votes and won 48% of the MSPs. <b>(1 mark KU)</b> <b>Total 2 marks – 2 marks KU</b></p> <p><b>Response 2</b> The Single Transferable Vote used in Scottish local council elections is a system of proportional representation. Under STV, candidates must achieve a ‘quota’ of votes. <b>(1 mark KU)</b> This ensures that there is better representation in the system as each elected representative must win a similar amount of support from the voters ensuring that the share of seats in the council allocated to each party broadly matches the support they had in the vote. <b>(1 mark analysis)</b> For example, in the 2017 elections Labour had 20% of the first preference votes and 21% of all council seats across Scotland. <b>(1 mark KU)</b> <b>Total 3 marks – 2 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>Award up to <b>full marks</b> if candidates answer within a Scottish context only, a UK context only, or refer to both Scotland and the UK as appropriate.</p> <p>Where candidates make more analytical and/or evaluative points than are required to gain the maximum allocation marks, award these as knowledge and understanding marks, provided they meet the criteria for this.</p>		<p><b>Response 3</b></p> <p>The additional member system provides better choice than first past the post as voters have two votes to cast. The first is to elect their constituency MSP using the first past the post system, they can then cast a second vote for their preferred party. <b>(1 mark KU)</b> Voters can split their vote and vote for a constituency MSP who represents a different party to their regional vote. This means that they can choose their preferred candidate who they believe will represent their constituency best in parliament, and still support their preferred party in the regional vote. <b>(1 mark analysis)</b> Under AMS smaller parties such as the Green Party are more likely to win regional MSPs as their votes are grouped together in larger regions, increasing the representation of different viewpoints in parliament <b>(1 mark analysis)</b> The First Past the Post system encourages tactical voting where people tend to pick between the larger parties who are more likely to win, which arguably reduces the choice a voter has. <b>(1 mark analysis)</b> AMS therefore provides a greater choice to voters than FPTP as they will have a wider choice of parties which they can pick from within their regional vote and are not limited by the dominance of the larger parties. <b>(1 mark evaluation)</b></p> <p><b>Total 5 marks – 1 mark KU, 3 marks analysis, 1 mark evaluation</b></p> <p>Where candidates provide responses, which refer to only one elected system, and which do not refer to both choice and representation, award a <b>maximum of 12 marks.</b></p>

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 <b>up to a maximum of 20 marks.</b></p> <p>Award marks where candidates refer to aspects of the following</p> <ul style="list-style-type: none"> <li>• the influence of age on voting behaviour</li> <li>• the extent to which age is a greater influence than other factors.</li> </ul> <p>Candidates may refer to</p> <ul style="list-style-type: none"> <li>• age</li> <li>• social class</li> <li>• media</li> <li>• gender</li> <li>• ethnicity</li> <li>• nationality</li> <li>• geographical location.</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 way that age affects voting behaviour is that younger voters are more likely to vote for left-wing parties such as Labour than right-wing parties such as the Conservatives. Opinion polls from the 2017 election showed that 66% of 18–19 year olds voted for Labour while only 19% of those over 70 voted Labour. <b>(2 marks KU)</b>  <b>Total 2 marks – 2 marks KU</b></p> <p><b>Response 2</b>  One way that age affects voting behaviour is that younger voters are more likely to vote for left-wing parties such as Labour than right-wing parties such as the Conservatives. Opinion polls from the 2017 election showed that 66% of 18–19 year olds voted for Labour while only 19% of those over 70 voted Labour. <b>(2 marks KU)</b>  Class de-alignment has resulted in a changing pattern of voting with 46% of AB voters voting Conservative and 41% of DE voting Conservative. However, this is not as large a gap as it has been in previous elections showing that age is now a more influential factor. <b>(1 mark KU, 1 mark evaluation)</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>Award up to <b>full marks</b> if candidates answer within a Scottish context only, a UK context only, or refer to both Scotland and the UK as appropriate.</p> <p>Where candidates make more analytical and/or evaluative points than are required to gain the maximum allocation marks, award these as knowledge and understanding marks, provided they meet the criteria for this.</p>		<p><b>Response 3</b>  Age influences voting behaviour as younger voters are more likely to vote Labour, with 66% of 18–19 year old voters voting Labour in 2017. <b>(1 mark KU)</b> However, younger voters are also less likely to vote, with 43% of young voters not casting a vote in 2017. This compares to only 16% of over 70’s choosing not to vote which shows that age influences both who you vote for and your likelihood to vote. <b>(1 mark KU, 1 mark analysis)</b> Whilst Labour had a strong advantage amongst younger voters they did not win the 2017 election, showing that maybe older voters, who were more likely to vote, give a strong advantage to the Conservative Party. <b>(1 mark analysis)</b>. The importance of age as a factor was demonstrated in the Brexit referendum where 64% of those over 65 voted to leave the EU, compared to only 29% of 18–24 year olds. This therefore shows that elderly voters are more likely to influence the results of elections and referendums due to their voting pattern and turnout. <b>(1 mark KU, 1 mark evaluation)</b>  <b>Total 6 marks – 3 marks KU, 2 marks analysis, 1 mark evaluation</b></p> <p><b>Response 4</b>  In recent years newspaper sales have fallen dramatically. The Scotsman sales have fallen to below 20,000 per day. <b>(1 mark KU)</b> This shows that the ability of The Scotsman to influence voting behaviour has declined as it is no longer the sole news provider for its readers who are being influenced by a variety of online sources. <b>(1 mark analysis)</b>  <b>Total 2 marks – 1 mark KU, 1 mark analysis</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 <b>up to a maximum of 20 marks.</b></p> <p>Award marks where candidates refer to aspects of the following</p> <ul style="list-style-type: none"> <li>• the causes of income and wealth inequality</li> <li>• comparative impact of the causes of income and wealth inequality.</li> </ul> <p>Candidates may refer to</p> <ul style="list-style-type: none"> <li>• employment status</li> <li>• social class</li> <li>• education</li> <li>• gender</li> <li>• welfare/tax policy</li> <li>• housing</li> <li>• low pay</li> <li>• health.</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 clear cause of income and wealth inequality is whether a person is employed or not. Those unemployed, around 5% of the UK population, have a very limited income which is provided by the benefits systems. People who are unemployed will receive Job Seekers Allowance which equates to £73·10 per week for those over 25. <b>(2 marks KU)</b> This amount is a safety net payment made by the state to ensure the unemployed have some form of temporary financial income, but it falls well short of average earnings. <b>(1 mark analysis)</b></p> <p><b>Total 3 marks – 2 marks KU, 1 mark analysis</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>Award up to <b>full marks</b> if candidates answer within a Scottish context only, a UK context only, or refer to both Scotland and the UK as appropriate.</p> <p>Where candidates make more analytical and/or evaluative points than are required to gain the maximum allocation marks, award these as knowledge and understanding marks, provided they meet the criteria for this.</p>		<p><b>Response 2</b>  Low pay is a particularly controversial cause of income and wealth inequality in the UK. The UK has a National Minimum Wage for those aged up to 24 and a National Living Wage for those aged over 25. The NLW pays workers £8.21 per hour for their labour which is an annual salary of around £15,000. <b>(2 marks KU)</b> However, critics argue this is far too low to afford someone a suitable standard of living and to keep them comfortably above the poverty line. <b>(1 mark analysis)</b> The NMW is clearly inadequate and does not tackle the problem of low pay, which remains one of the major causes of income and wealth inequality. <b>(1 mark evaluation)</b>  <b>Total 4 marks – 2 marks KU, 1 mark analysis, 1 evaluation</b></p> <p><b>Response 3</b>  Low pay is a particularly controversial cause of income and wealth inequality in the UK. The UK has a National Minimum Wage for those aged up to 24 and a National Living Wage for those aged over 25. The NLW pays workers £8.72 per hour for their labour which is an annual salary of around £15,000. <b>(2 marks KU)</b> However, critics argue this is far too low to afford someone a suitable standard of living and to keep them comfortably above the poverty line. <b>(1 mark analysis)</b> The NMW is clearly inadequate and does not tackle the problem of low pay, which remains one of the major causes of income and wealth inequality. <b>(1 mark evaluation)</b> In addition to low pay, many workers are now employed on zero-hour contracts which give them no set contracted hours per week. Zero-hour contracts are very common in sectors such as retail and seasonal working <b>(1 mark KU)</b>. Zero-hour contracts can cause financial insecurity as employers may not require their workers from one week to the next meaning an employee could be left without any work at all. <b>(1 mark analysis)</b>  <b>Total 6 marks – 3 marks KU, 2 marks analysis, 1 evaluation</b></p>

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(b)	<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (for example of an idea, theory, argument) and clearly show at least one of the following</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between 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 <b>up to a maximum of 20 marks.</b></p> <p>Award marks where candidates refer to aspects of the following</p> <ul style="list-style-type: none"> <li>• arguments for and against collectivism</li> <li>• arguments for and against individualism</li> <li>• analysis/evaluation of both approaches.</li> </ul> <p>Candidates may refer to</p> <ul style="list-style-type: none"> <li>• collectivist vs individualist approaches to tackling social inequality</li> <li>• dependency culture/‘nanny state’</li> <li>• examples of recent social policies which promote the state or the individual</li> <li>• successes/failure of government actions regarding individualist or collective approaches to welfare</li> <li>• third sector approaches to tackling inequality such as food banks</li> <li>• differences between political parties in tackling social inequality</li> <li>• the idea of the ‘third way’.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b>  In the UK, we have a collectivist welfare system in which the government provides our healthcare and welfare needs from ‘the cradle to the grave’. This means that within the UK all healthcare is free at the point of use as well as many other services such as state education. There are also a number of ‘benefits’ provided to our society which are designed to create a ‘safety net’ so that no one should fall below a certain standard. <b>(2 marks KU)</b>  <b>Total 2 marks – 2 marks KU</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>Award up to <b>full marks</b> if candidates answer within a Scottish context only, a UK context only, or refer to both Scotland and the UK as appropriate.</p> <p>Where candidates make more analytical and/or evaluative points than are required to gain the maximum allocation marks, award these as knowledge and understanding marks, provided they meet the criteria for this.</p>		<p><b>Response 2</b>  The current Conservative government has moved the UK welfare system towards a more individualist system in an attempt to tackle social inequality. The emphasis on promoting more individual responsibility for personal circumstances means that the Conservatives hope their policies will help people help themselves. This can be seen with Universal Credit that combines an array of benefits into one single benefit paid to recipients who then have to pay bills themselves. <b>(2 marks KU)</b> This shows that the government are putting the responsibility back onto the individual to look after their own affairs rather than becoming totally dependent on state support. <b>(1 mark analysis)</b>  <b>Total 3 marks – 2 marks KU, 1 mark analysis</b></p> <p><b>Response 3</b>  The current Conservative government has moved the UK welfare system towards a more individualist system in an attempt to tackle social inequality. The emphasis on promoting more individual responsibility for personal circumstances means that the Conservatives hope their policies will help people help themselves. This can be seen with Universal Credit that combines an array of benefits into one single benefit paid to recipients who then have to pay bills themselves. <b>(2 marks KU)</b> This shows that the government are putting the responsibility back onto the individual to look after their own affairs rather than becoming totally dependent on state support. <b>(1 mark analysis)</b> Learning the routines and responsibilities of financial planning are arguably more effective in tackling social inequality than collectivists' approaches which foster dependency. <b>(1 mark evaluation)</b>  <b>Total 4 marks – 2 marks KU, 1 mark analysis, 1 mark evaluation</b></p>

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	(c)	<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (for example of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between 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>	20	<p>Candidates can gain marks in a number of ways up to a maximum of 20 marks.</p> <p>Award marks where candidates refer to aspects of the following</p> <ul style="list-style-type: none"> <li>• government policies that have targeted social and economic inequalities</li> <li>• provide analytical/evaluative comment on the effectiveness of government policies in reducing social and economic inequalities</li> </ul> <p>Candidates may refer to</p> <ul style="list-style-type: none"> <li>• the benefits system – Universal Credit, Tax Credits, Jobseeker’s Allowance, Child Benefit, State Pensions, benefit cap, baby box, concessionary travel scheme.</li> <li>• National Minimum Wage (NMW) and the National Living Wage (NLW).</li> <li>• the impact of austerity measures and government cuts to welfare.</li> <li>• The Equality Act 2010 and reference to Equality and Human Rights Commission reports.</li> <li>• the NHS and policies to reduce health inequality; the smoking ban (2006); free prescription charges; recommendations of Equally Well report; minimum alcohol prices.</li> <li>• policies designed to tackle the impact of coronavirus lockdown such as, Jobs Retention Scheme (furlough), additional funding for the NHS, property tax holidays, direct grants for small firms and firms in the most-affected sectors, increased Universal Credit payments, deferred VAT payments etc.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p>

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	<p>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>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> <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 marks, award these as knowledge and understanding marks, provided they meet the criteria for this.</p>		<p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b>  The UK Government has tried to reduce social inequalities by introducing the Equality Act of 2010. This gives greater powers to people facing discrimination for a protected characteristic and so helps to reduce inequalities in employment and social life, <b>(1 mark KU)</b> For example, there remains a gender pay gap in the UK, and the Equality Act gives greater powers to women to sue their employer for discrimination in pay, <b>(1 mark KU)</b>  <b>Total – 2 marks KU</b></p> <p><b>Response 2</b>  The impact of the coronavirus lockdown on inequality in the UK is significant, meaning that government policy has been unable to stop unemployment reaching a high of around 5%. Policies such as furlough have helped people to an extent, but the problems created by the virus are just too big. <b>(1 mark KU, 1 mark evaluation)</b>  The furlough scheme meant that workers could still get up to 80% of their wages even if they couldn't go to work. <b>(1 mark KU)</b>  <b>Total 3 marks – 2 marks KU, 1 mark evaluation</b></p> <p><b>Response 3</b>  The UK Government has recently reformed the benefit system and introduced the Universal Credit which brings together into one payment previous benefits and tax credits such as Job-Seekers Allowance, Employment and Support Allowance and Working Tax Credits <b>(1 mark KU)</b> This was introduced to reduce the number of people trapped in. benefits by increasing the amount people in low-paid work can claim. <b>(1 mark KU)</b> The government argue that 3.1 million households are entitled to claim more, in particular working couples with children have benefited. <b>(1 mark analysis)</b>  <b>Total 3 marks – 2 marks KU, 1 mark analysis</b></p>

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			<p><b>Response 4</b>            One policy introduced to tackle inequalities in wealth is the National Minimum Wage which was introduced in 1999 as a way of tackling poverty amongst low-paid workers. <b>(1 mark KU)</b> At the time it was effective in reducing economic inequalities as it raised the pay of 1.3 million workers. Furthermore, according to the Low Pay Commission, 2 million workers have benefited from recent increases in the NMW, significantly 3/4 of these are women. This shows that people are earning more and that government attempts to tackle wealth inequality through the NMW have been partly effective in reducing low income. <b>(2 marks evaluation)</b> However, it is now argued that the NMW is not sufficient to meet minimum living standards. According to research by the Joseph Rowntree Foundation, in 2015 single people needed to earn at least £17,000 to achieve a minimum income standard, while couples with two children needed to earn at least £20,000 each. <b>(1 mark KU, 1 mark analysis)</b>  <b>Total 5 marks – 2 marks KU, 1 mark analysis, 2 marks evaluation</b></p>

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 maximum of 20 marks.</p> <p>Award marks where candidates refer to aspects of the following</p> <ul style="list-style-type: none"> <li>• analysis and evaluation of various factors that may cause crime</li> <li>• analysis and evaluation of various theories of crime.</li> </ul> <p>Candidates may refer to</p> <ul style="list-style-type: none"> <li>• biological factors – nature, genetics</li> <li>• sociological factors – such as poverty, environment, addiction, peer pressure</li> <li>• theories and theorists – such as individualistic/human nature theory, strain theory, labelling theory, sub-culture theory, Marxist theory</li> <li>• research such as twin studies, warrior gene, prefrontal cortex.</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> When considering what causes someone to commit a crime like a murder, it is common to wonder if the perpetrator is simply just ‘evil’. This idea that a person can be naturally evil leads to the theory that a person can be born biologically prone to being a violent criminal. <b>(1 mark KU)</b> <b>Total 1 mark – 1 mark KU</b></p> <p><b>Response 2</b> Undeniably, a life of sustained poverty can have a huge impact on a person. Often those from ‘disadvantaged backgrounds’ have fewer educational qualifications and poorer living conditions which can force them down a path of criminal activity and reoffending. <b>(1 mark KU)</b> Strain Theory is a concept developed by American sociologist Robert Merton. It states that ‘poverty does not cause criminality but it is poverty’s consequences that can lead a person down a criminal path.’ <b>(1 mark KU)</b> This highlights that those unable to achieve material wealth or success by legitimate means are more likely to resort to criminal or deviant behaviour to achieve that success. <b>(1 mark analysis)</b> <b>Total 3 marks – 2 marks KU, 1 mark analysis</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>Award up to <b>full marks</b> if candidates answer within a Scottish context only, a UK context only, or refer to both Scotland and the UK as appropriate.</p> <p>Where candidates make more analytical and/or evaluative points than are required to gain the maximum allocation marks, award these as knowledge and understanding marks, provided they meet the criteria for this.</p>		<p><b>Response 3</b></p> <p>Poverty can have a huge impact on a person. Often those from disadvantaged backgrounds have fewer educational qualifications and poorer living conditions which can force them down a path of criminal activity and reoffending. <b>(1 mark KU)</b> Strain Theory is a concept developed by American sociologist Robert Merton. It states that poverty does not cause criminality, but it is poverty's consequences that can lead a person down a criminal path. <b>(1 mark KU)</b> This highlights that those unable to achieve material wealth or success by legitimate means are more likely to resort to criminal or deviant behaviour to achieve that success. <b>(1 mark analysis)</b> Living in a capitalist society where materialism and status are greatly desired, there is undeniable evidence to suggest that those in poverty often resort to crime out of desperation and want. <b>(1 mark evaluation)</b></p> <p><b>Total 4 marks – 2 marks KU, 1 mark analysis, 1 mark evaluation</b></p>



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(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 <b>up to a maximum of 20 marks.</b></p> <p>Award marks where candidates refer to aspects of the following</p> <ul style="list-style-type: none"> <li>• nature of crime in society</li> <li>• analysis and evaluation of the social and economic impact of crime on wider society.</li> </ul> <p>Candidates may refer to</p> <ul style="list-style-type: none"> <li>• social impact – environmental poverty, depopulation, urban decay, housing</li> <li>• social impact – fear, criminal victimisation, lack of social cohesion</li> <li>• economic impact – financial cost to businesses, insurance, security</li> <li>• economic impact – financial cost to the tax payer through policing, criminal justice system.</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>  Crime can have negative social effects on society with high levels of crime damaging communities. Due to the ‘fear of crime’ many communities can suffer from a breakdown of social cohesion where people tend to keep to themselves and keep indoors after dark. <b>(1 mark KU)</b> Areas with violent crime and youth gangs are not desirable places to live and can stain the reputation of an area. This has been the case with areas of Glasgow such as Easterhouse. <b>(1 mark KU)</b>  <b>Total 2 marks – 2 marks KU</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>Award up to <b>full marks</b> if candidates answer within a Scottish context only, a UK context only, or refer to both Scotland and the UK as appropriate.</p> <p>Where candidates make more analytical and/or evaluative points than are required to gain the maximum allocation marks, award these as knowledge and understanding marks, provided they meet the criteria for this.</p>		<p><b>Response 2</b>            Another impact crime has on wider society is on the economy. Retail crime has major consequences on businesses with the biggest crime being shoplifting. Customer thefts are the most common retail crime accounting for 83% of all incidents. There are over 2 million incidents of shoplifting a year in the UK retail sector as a whole. <b>(2 marks KU)</b> This highlights just how much money is lost through theft which then impacts on consumers as businesses pass on losses to the customer by increasing prices. <b>(1 mark analysis)</b>  <b>Total 3 marks – 2 marks KU, 1 mark analysis</b></p> <p><b>Response 3</b>            Another impact crime has on wider society is on the economy. Retail crime has major consequences on businesses with the biggest crime being shoplifting. Customer thefts are the most common retail crime accounting for 83% of all incidents. There are over 2 million incidents of shoplifting a year in the UK retail sector as a whole. <b>(2 marks KU)</b> This highlights just how much money is lost through theft which then impacts on consumers as businesses pass on losses to the customer by increasing prices. <b>(1 mark analysis)</b> Also, due to high crime levels, businesses are more likely to invest in expensive crime prevention measures such as CCTV. This means that money which could be used to hire more staff, which would decrease unemployment, is being used in an attempt to prevent crime within businesses. <b>(1 mark analysis)</b> Overall, crime has an economically negative impact on businesses which highlights that crime actually impacts on wider society quite significantly. <b>(1 mark evaluation)</b>  <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 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>• make reference to custodial and non-custodial responses in the UK or Scotland</li> <li>• provide analytical/evaluative comments referring to the effectiveness of custodial and non-custodial responses in the UK or Scotland</li> </ul> <p>Candidates may refer to</p> <ul style="list-style-type: none"> <li>• prison sentences, life sentences, determinate sentences, extended sentences, short/long term sentences</li> <li>• suspended/deferred sentences</li> <li>• fines</li> <li>• Drug Treatment and Testing Orders (DTTOs)</li> <li>• Community Payback Orders (CPOs)</li> <li>• Restriction of Liberty Orders (RLOs), for example Home Detention Curfews (HDCs)/electronic tagging</li> <li>• Anti-Social Behaviour Orders (ASBOs)</li> <li>• restorative justice</li> <li>• measures contained in the Criminal Justice and Licensing (Scotland) Act 2010.</li> </ul> <p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b>  Prison does not always help offenders with a serious habit of drug misuse. Drug Treatment and Testing Orders (DTTOs) are sentences available to the courts for such offenders. DTTOs offer support which is aimed at helping drug misusers kick their habits and break the cycle of their offending. <b>(1 mark KU)</b> However, DTTOs have higher rates of reoffending than some prison sentences and low rates of completion. <b>(1 mark evaluation)</b>  <b>Total 2 marks – 1 mark KU, 1 mark evaluation</b></p>

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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>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 marks, award these as knowledge and understanding marks, provided they meet the criteria for this.</p>		<p><b>Response 2</b> Restorative justice allows victims of crime the opportunity to tell the offender responsible about the harm their actions caused them and how they were affected. In Scotland the Procurator Fiscal can choose to take this course of action if both the victim and perpetrator of a crime agree to it. Dialogue can be face-to-face, by telephone or video-conferencing, or via a third party such as SACRO shuttling information back and forth between the two parties. <b>(2 marks KU)</b> Restorative justice is a better option than a prison sentence for victims as it allows them to address the criminals who harmed them and helps their families gain closure. Restorative techniques are also financially more appropriate as they are cheaper than sending people to prison and reduces reoffending by almost 15% for a range of crimes. <b>(2 marks analysis)</b> <b>Total 4 marks – 2 marks KU, 2 marks analysis</b></p> <p><b>Response 3</b> Community Payback Orders (CPOs) were introduced by the Scottish Government in 2011 to allow judges to determine the best course of action for sentencing convicted criminals. CPOs give judges the flexibility to apply a community based sentence which takes into consideration the offender’s criminal record, the risk of them reoffending and their physical and mental health and wellbeing. Up to 300 hours of community work can be involved. <b>(2 marks KU)</b> These community sentences have a reoffending rate of approximately 34% compared to around 45% for those who leave prison. <b>(1 mark analysis)</b> The fact that reoffending for CPOs is significantly lower than that for prison suggests that prisons may well be failing. <b>(1 mark evaluation)</b> 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, unlike those who are sent to prison. Prison inmates are much more likely to be what could be called serial offenders or career criminals. <b>(1 mark analysis)</b> Hence, prison sentences may appear to be less effective but in fact their task is much more difficult so they are more likely to fail. <b>(1 mark evaluation)</b> <b>Total 6 marks – 2 marks KU, 2 marks analysis, 2 marks evaluation</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 a candidate uses 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>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical comments</p> <p>Award up to <b>6 marks</b> per point</p> <p>Where candidates make more analytical points than are required to gain the maximum allocation of marks, award these as knowledge and understanding marks, provided they meet the criteria for this.</p>	<b>12</b>	<p>Candidates can gain marks in a number of ways <b>up to a 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>• description and explanation of the ways participation takes place</li> <li>• analysis of participation</li> </ul> <p>Candidates may refer to</p> <p><b>World Power: China</b></p> <ul style="list-style-type: none"> <li>• protesting – growth of anti-Chinese government and pro-Democracy movement in Hong Kong</li> <li>• each level of government (local, district, regional and national) has elected officials with decision making powers</li> <li>• several other parties exist other than the CPC, for example the China Democracy League has over 200,000 members</li> <li>• Chinese people can join a political party – around 7% of Chinese population (85 million) are members of the CPC</li> <li>• Chinese people do have limited access to the internet and can use social media sites such as Weibo for limited activity</li> <li>• growing membership of All-China Federation of Trade Unions and All Women Federation.</li> <li>• other parties only exist with the permission of the CPC and cannot act as an opposition</li> <li>• all local elections are dominated by CPC and all candidates must be approved by them</li> <li>• CPC membership is not open to everyone and is by invite only</li> <li>• massive expenditure on internet monitoring, many western sites such as Google and the BBC are blocked</li> <li>• protests have to be sanctioned by the CPC and any dissent shown is ruthlessly dealt with by security forces</li> <li>• the media is heavily censored - China is ranked 173 out of 178 countries on Index of Press Freedom.</li> </ul>

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			<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>  There are some opportunities for people to participate politically in China such as voting in village elections. These are held every three years and any villager who is aged 18 or above can vote. <b>(1 mark KU)</b> At these elections people also have the opportunity to put themselves forward as a candidate for election, however candidates are often selected in a process that some say is not always open and transparent. <b>(1 mark KU, 1 mark analysis)</b> However, village committees are limited to decisions on land reform. Decisions regarding more serious issues are made at national or provincial level. <b>(1 mark analysis)</b>  <b>Total 4 marks – 2 marks KU, 2 marks analysis</b></p> <p><b>Response 2</b>  There has been an upsurge in political protesting and activism in China in recent years, mainly in Hong Kong. Citizens in Hong Kong have taken part in both disruptive and peaceful demonstration in protest against the Chinese Government and the introduction of new security laws. <b>(1 mark KU)</b> In 2019, over one million citizens marched whilst there was disruptive protests at Hong Kong airport and on university campuses. <b>(1 mark KU)</b> However, the Chinese Government has responded by using the military to quell the protests. <b>(1 mark KU)</b> This highlights a familiar process where the Government does not tolerate any criticism and rejects freedoms and rights enjoyed in many Western countries. Overall, the vast majority of the population do not get involved as very often the government’s tight censorship of the media means they are not aware of any protest. <b>(1 mark analysis)</b>  <b>Total 5 marks – 3 marks KU, 2 marks analysis</b></p>

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			<p><b>World Power: USA</b></p> <p>Candidates may refer to</p> <ul style="list-style-type: none"> <li>• voting in various elections – County, State and Federal, Primary for positions such as Sheriff, Governor, Senator and President</li> <li>• political rights of US citizens enshrined in the US Constitution</li> <li>• citizens can also stand for elections themselves and are free to join political parties and campaign for candidates and policies</li> <li>• opportunities for people to participate in interest groups such as NRA, Black Lives Matter, Anonymous Movement etc</li> <li>• US political system over represents affluent white males and underrepresents women, ethnic minorities and the poor in the political process</li> <li>• differences in participation and registration rates between social classes and ethnic groups</li> <li>• interest group influence limited by lack of financial backing</li> <li>• cost of running and standing as a candidate financially prohibitive and limits involvement to only the wealthy</li> <li>• criticisms that elected US politicians are lobbyists for American business interests rather than fully representing the will of their electorate</li> <li>• no legal right to join a trade union. TU membership showing steady decline.</li> <li>• allegations of “voter suppression” tactics suggesting that some sections of the electorate have less ability to participate.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p>

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			<p><b>Possible approaches to answering this question</b></p> <p><b>Response 3</b>  US citizens have many ways to participate in the political system. Over recent years, in response to the Trump presidency and issues around police violence, there has been an increase in public protests. <b>(1 mark analysis)</b> For example, people across America protested in 2020 against the killing of a black man by police which was recorded on mobile phones. <b>(1 mark KU)</b>  <b>Total 2 marks – 1 mark analysis, 1 mark KU</b></p> <p><b>Response 4</b>  US citizens have many ways to participate in the political system. Over recent years, in response to the Trump presidency and its policies, there has been an increase in protesting. <b>(1 mark analysis)</b> For example, people across America protested in 2019 against the President’s immigration and detention policy. <b>(1 mark KU)</b> This shows citizens have the freedom to take a stand against an issue they feel is unjust and can let the government know their policy should be changed. <b>(1 mark analysis)</b> The success of public protests often depends on the media coverage they receive. The Black Lives Matter protests have had some very negative coverage from some media outlets such as Fox news which is sympathetic to President Trump. <b>(1 mark KU, 1 mark analysis)</b>  <b>Total 5 marks - 3 marks analysis, 2 marks KU</b></p>



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(b)	<p>Award an analysis mark where a candidate uses 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>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical comments.</p>	<b>12</b>	<p>Candidates can gain marks in a number of ways <b>up to a 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>• nature of socio-economic inequality on a specific group</li> <li>• analysis of the impact of socio-economic inequality on a specific group.</li> </ul> <p>Candidates may refer to</p> <ul style="list-style-type: none"> <li>• income/wealth/poverty levels</li> <li>• employment/unemployment rates</li> <li>• housing</li> <li>• education</li> <li>• health and healthcare</li> <li>• crime and justice.</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>  African Americans suffer socio-economic inequality more than some other groups in the USA. Around 22% of African Americans suffer poverty compared to 20% of Hispanics and 9% of white Americans. <b>(1 mark KU)</b></p> <p><b>Total 1 mark – 1 mark KU</b></p>

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	<p>Award up to <b>6 marks</b> 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>		<p><b>Response 2</b>  African Americans are more likely to suffer poor health in the United States than some other ethnic groups with life expectancy for this group, three years lower than it is for white Americans – 75 years compared to 78. <b>(1 mark KU)</b> African Americans are also less likely to have health insurance than other ethnic groups with the rate of those uninsured being 11% for African Americans compared to 7% for whites. <b>(1 mark KU)</b> This shows the level of inequality that African Americans suffer in terms of access to health. However, the number of uninsured African Americans has actually decreased in recent years so some improvement has occurred. <b>(1 mark analysis)</b>  <b>Total 3 marks – 2 marks KU, 1 mark analysis</b></p> <p><b>Response 3</b>  African Americans are more likely to suffer poor health in the United States than some other ethnic groups with life expectancy for this group, three years lower than it is for white Americans – 75 years compared to 78. <b>(1 mark KU)</b> African Americans are also less likely to have health insurance than other ethnic groups with the rate of those uninsured being 11% for African Americans compared to 7% for whites. <b>(1 mark KU)</b> This shows the level of inequality that African Americans suffer in terms of access to health. However, the number of uninsured African Americans has actually decreased in recent years, so some improvement has occurred. <b>(1 mark analysis)</b> They are also more likely to suffer socio-economic inequality in terms unemployment levels with them being twice as likely to be out of work than white Americans. <b>(1 mark KU)</b> That said, the levels of African American unemployed has improved under President Trump with it falling to a near record low of around 6%. <b>(1 mark KU)</b> This demonstrates that whilst they still suffer inequality in comparison to other groups, their situation can be seen to be improving to some degree. <b>(1 mark analysis)</b>  <b>Total 6 marks – 4 marks KU, 2 marks analysis</b></p>

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(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 <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> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of marks, these can be credited as knowledge and understanding marks, provided they meet the criteria for this.</p>	12	<p>Candidates can gain marks in a number of ways <b>up to a 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>• government responses to socio-economic inequality</li> <li>• effectiveness of government responses to socio-economic inequality.</li> </ul> <p>Candidates may refer to</p> <p><b>USA</b></p> <ul style="list-style-type: none"> <li>• American Recovery and Reinvestment Act 2009</li> <li>• The Affordable Healthcare Act 2010</li> <li>• Race To The Top 2014</li> <li>• Every Student Succeeds Act 2015</li> <li>• Tax Cuts and Jobs Act 2018</li> <li>• any other relevant policy/Act.</li> </ul> <p><b>China</b></p> <ul style="list-style-type: none"> <li>• healthcare policies – healthy China 2020 and Healthy China 2030 initiatives</li> <li>• education policies – government commitment to universalising pre-school education by 2020, increased investment in rural schools, village teacher support programme</li> <li>• housing – 2 million new houses with affordable rent, 12 cities trial scheme.</li> </ul> <p><b>South Africa</b></p> <ul style="list-style-type: none"> <li>• education policies – expanding of free education, reduction in number of schools without sanitation, water or electricity, end to segregated schools, extra funding to poorer schools</li> <li>• health policies – free healthcare programme for children under 6 and pregnant women, antiretroviral treatment (ART) for HIV/AIDS, increased immunisation against polio and tuberculosis</li> <li>• housing and land policies – 4 million homes with access to electricity, more than 90% of houses now have access to water and electricity, land distribution claims, segregation reducing</li> <li>• affirmative action policies including BEE.</li> </ul>

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			<p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b>            In the USA, there are currently around 47 million people without private healthcare coverage or insurance. The numbers of uninsured Americans increased as access to healthcare became increasingly unaffordable and many employers were reducing the coverage they provided to workers. There is around 15% of the population who are currently not covered by their employers or by US healthcare programmes such as Medicaid. To overcome this healthcare coverage gap, the Obama administration introduced the Affordable Healthcare Act 2010. This was known as Obamacare and it aimed to extend health coverage to those who did not have it at a more affordable rate (<b>3 marks KU</b>). Since, The Affordable Health Care Act was introduced on 1 October 2013, over 1 million people are estimated to have signed up however, this is a lower up take than expected, showing the policy has had limited success. President Trump has vowed to end Obamacare arguing that it is unconstitutional which has cast doubt on the future of Obamacare. If it is totally scrapped, then it could have a major impact on health inequalities and the health of the poorest sections of society in the USA. (<b>1 mark KU, 1 mark evaluation</b>)  <b>Total 5 marks – 4 marks KU, 1 mark evaluation</b></p> <p><b>Response 2</b>            The Chinese government are committed to tackling health inequalities by introducing policies such as the Healthy China 2020 and Healthy China 2030 initiatives. The aim of these policies is to improve health indicators such as increasing life expectancy to 79 years and reducing infant mortality by 2030. It also aims to tackle air pollution, which is a major cause of respiratory illness, particularly in urban areas. (<b>2 marks KU</b>) This is already having an impact as the number of days classed as having heavy pollution has fallen from 58 in 2003 to 23 in 2017. Despite this progress, there is still a long way to go as China’s healthcare system is ranked 92<sup>nd</sup> in the world and illnesses such as obesity and type 2 diabetes are still increasing. (<b>1 mark KU, 1 mark evaluation</b>)  <b>Total 4 marks – 3 marks KU, 1 mark evaluation</b></p>

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			<p><b>Response 3</b>  Education in South Africa is in crisis. In terms of attainment in maths, the South African education system ranks 146<sup>th</sup> out of 148 countries in the world. Over 60% of school children stay in school to sit exams and only 12% pass the basic numeracy test. There are substantial differences and inequalities between areas in terms of attainment. In Gauteng province the pass rate is 78% whereas it is only 58% in Limpopo. The poorest schools tend to be in rural communities. <b>(2 marks KU, 1 mark analysis)</b>. To tackle this, the government have targeted resources with over 20% of the national budget set aside for education and improving rural schools. This has had a positive impact as more rural schools now have access to electricity, sanitation and water. This has led to an increase in pass rates and overall attainment. Results have improved with the pass rate for Grade 12 matriculation now increased to over 70% in 2016 compared to just under 50% in 1996. This shows that progress is being made. <b>(1 mark KU, 2 marks evaluation)</b>  <b>Total 6 marks – 3 marks KU, 2 marks evaluation, 1 mark analysis</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 a candidate uses 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>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical comments.</p> <p>Award up to <b>6 marks</b> per point.</p>	12	<p>Candidates can gain marks in a number of ways <b>up to a 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>• political factors which have caused the issue</li> <li>• the relative importance of the role played by political factors in causing the issue.</li> </ul> <p><b>World issue – development in Africa</b></p> <p>Candidates may refer to</p> <ul style="list-style-type: none"> <li>• kleptocracy</li> <li>• corruption</li> <li>• bad governance</li> <li>• political decisions taken by other countries in terms of trade and aid – Tied Aid</li> <li>• civil war and conflict</li> <li>• lack of democratic accountability in some countries.</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 approach to answering this question</b></p> <p><b>Response</b></p> <p>One political cause of lack of development in Africa is bad governance. Many of the countries suffering from poor levels of development are not democracies and are often led by tyrannical leaders and dictators. These dictators, such as Emmerson Mnangagwa of Zimbabwe, often act in their own interests with high levels of corruption occurring in the country and money that could be spent on development often ends up in the bank accounts of those in power. <b>(2 marks KU)</b> It is estimated that government corruption costs African nations around \$60 billion per year. <b>(1 mark KU)</b> Developed nations such as the UK are often reluctant to send aid to some of these countries as there is no guarantee that the money will go to where it is best needed showing that political factors can have a big impact and influence on development in Africa. <b>(1 mark analysis)</b></p> <p><b>Total 4 marks – 3 marks KU, 1 mark analysis</b></p>

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	<p>Where candidates make more analytical points than are required to gain the maximum allocation of marks, award these as knowledge and understanding marks, provided they meet the criteria for this.</p>		<p><b>World issue – terrorism</b></p> <p>Candidates may refer to</p> <ul style="list-style-type: none"> <li>• lack of democracy in some countries</li> <li>• lack of opportunities for legitimate political expression and dissent</li> <li>• reaction against authoritarian regimes, dictatorships and oppressive governments</li> <li>• response to the actions of western governments, particularly in the Middle East</li> <li>• use of terrorism to achieve political goals for example, Tamil Tigers, Irish Republican Movement.</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 approach to answering this question</b></p> <p><b>Response</b></p> <p>One political cause of terrorism can be the lack of democratic and human rights in a country or region which means that some people don't feel that their voice is being heard. Some citizens will resort to violence and terrorism, such as suicide bombings in Afghanistan, in order to further their own ideas or political agenda. <b>(1 mark KU)</b> These groups often feel that they are being persecuted politically and oppressed by those in dictatorial power, for example, the Tamil Tigers in Sri Lanka have been involved in a terrorist campaign over many decades because they feel that they are being denied a say in how their part of the country is being run. <b>(1 mark KU)</b> The five countries that suffered the most amount of terrorist attacks are either not democracies or are former dictatorships that are on a transition towards some form of democracy <b>(1 mark KU)</b></p> <p><b>Total 3 marks — 3 marks KU</b></p>

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			<p><b>World issue – Syrian conflict</b></p> <p>Candidates may refer to</p> <ul style="list-style-type: none"> <li>• lack of democracy</li> <li>• proxy war – Russia and US interference</li> <li>• UN deadlock</li> <li>• Turkish/Kurdish conflict.</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 approach to answering this question</b></p> <p><b>Response</b></p> <p>In 2011, spurred on by the success of the Arab Spring, many Syrians took to the streets to protest about the lack of democracy in their country. President Assad refused to give up his power and instead used force to silence the protesters. However, protests continued and spread throughout the country, sparking the civil war that has claimed the lives of hundreds of thousands of Syrians.</p> <p><b>Total 2 marks – 1 mark KU, 1 mark analysis</b></p>



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	(e)	<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 <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> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of marks, these can be credited as knowledge and understanding marks, provided they meet the criteria for this.</p>	<b>12</b>	<p>Candidates can gain marks in a number of ways <b>up to a 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>• impact of the issue on individuals and their families</li> <li>• evaluation of the impact of the issue on individuals and their families.</li> </ul> <p><b>World issue – terrorism</b></p> <p>Candidates may refer to</p> <ul style="list-style-type: none"> <li>• the nature of the issue</li> <li>• the impact on individuals and their families such as poverty, injury, fear, refugee status, death, disrupted lives, unemployment and poor educational attainment.</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 approach to answering this question</b></p> <p><b>Response</b></p> <p>One impact of terrorism on individuals and their families is an increased risk of physical injury caused by suicide bomber as was the case in the 2017 Manchester attack. <b>(1 mark KU)</b></p> <p><b>Total 1 mark – 1 mark KU</b></p>

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			<p><b>World issue – conflict in Syria</b></p> <p>Candidates may refer to</p> <ul style="list-style-type: none"> <li>• the nature of the issue</li> <li>• the impact on individuals and their families such as poverty, injury, fear, refugee status, IDPs, death, disrupted lives, Jihadi brides, unemployment and poor educational attainment.</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></p> <p>One impact of the conflict in Syria on individuals and their families is an increased risk of having to flee their own community or the country and become a refugee. The conflict in Syria has displaced many individuals and families from towns such as Aleppo. They have fled their own country in fear of their lives and have been forced to settle in neighbouring countries such as Jordan. <b>(2 marks KU)</b></p> <p>Furthermore, many individuals and their families have attempted to create a new life in Europe with up to a million of them settling in Germany alone. The impact of this move to Europe is particularly difficult for children as they are often torn from their families and face many obstacles, such as learning a new language. <b>(1 mark KU, 1 mark evaluation)</b></p> <p><b>Total 4 marks – 3 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></p> <p>One impact of the conflict in Syria on individuals and their families is an increased risk of having to flee their own community or the country and become a refugee. The conflict in Syria has displaced many individuals and families from towns such as Aleppo. They have fled their own country in fear of their lives and have been forced to settle in neighbouring countries such as Jordan. <b>(2 marks KU)</b></p> <p>Furthermore, many individuals and their families have attempted to create a new life in Europe with up to a million of them settling in Germany alone. The impact of this move to Europe is particularly difficult for children as they are often torn from their families and face many obstacles, such as learning a new language. <b>(1 mark KU, 1 mark evaluation)</b> The large number of refugees who die crossing the Mediterranean also highlights the tremendous danger and potential suffering and loss that individuals and their families face due to the nature of the conflict. <b>(1 evaluation)</b></p> <p><b>Total 5 marks – 3 marks KU, 2 marks evaluation</b></p>

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(f)	<p>Award an analysis mark where a candidate uses 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>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical comments</p> <p>Award up to <b>6 marks</b> per point</p> <p>Where candidates make more 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 <b>up to a 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>• description and explanation of the responses by international organisations</li> <li>• analysis of these responses by international organisations</li> </ul> <p>Candidates may refer to</p> <p><b>World Issue: Conflict in Syria/Middle East</b></p> <ul style="list-style-type: none"> <li>• The United Nations – observer missions</li> <li>• The European Union – regional trust fund</li> <li>• NATO – military interventions</li> <li>• NGOs – humanitarian assistance</li> <li>• Arab League – economic sanctions, expulsion</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b></p> <p>Since the beginning of the Syrian civil war in 2011, many international organisations have tried to respond to the conflict. Many NGOs have tried to help with the humanitarian crisis create by a war that has displaced over 5 million people. <b>(1 mark KU)</b> 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. <b>(1 mark KU)</b></p> <p><b>Total 2 marks – 2 marks KU</b></p> <p><b>World Issue: Development in Africa</b></p> <ul style="list-style-type: none"> <li>• The United Nations – various agencies</li> <li>• The European Union – Africa-EU Partnership</li> <li>• The African Union – peace keeping missions, political measures</li> <li>• NGOs – humanitarian assistance, education</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 2</b>            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. <b>(1 mark KU)</b> This is in accordance with the AU’s African Charter on Democracy, Elections and Governance which sets out guidelines and minimum standards that all member states should meet. <b>(1 mark KU)</b> As a result of this approach 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 AU has improved Africa’s political performance. <b>(1 mark analysis)</b>  <b>Total 2 marks - 1 mark KU, 1 mark analysis.</b></p> <p><b>Response 3</b>            The AU 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. <b>(1 mark KU, 1 mark analysis )</b> This shows that many African countries are not benefitting from the improvements in standard of living that increased trade might bring. <b>(1 mark analysis)</b> There have also been proposals for an African central bank and an African monetary union (like the Euro) facilitated through the AU. <b>(1 mark KU)</b>  <b>Total 4 marks – 2 marks KU, 2 marks analysis</b></p>

[END OF MARKING INSTRUCTIONS]