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2015 Modern Studies

New Higher

Finalised Marking Instructions

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General Marking Principles for Higher Modern Studies

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

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

Marking principles for each question type

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

The types of questions used in this paper are:

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

Extended response (12 or 20 marks)

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

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

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

Analyse questions

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

Evaluate questions

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

Discuss questions

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

To what extent questions

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

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

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

'Objectivity' questions

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

'Conclusions' questions

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

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

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

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

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

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

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

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

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

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

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

Answers to 20-mark questions should demonstrate at least two relevant aspects of knowledge and provide detailed analysis and evaluation. For full marks in the KU aspect of the question (8/8), a response **must** include a range of points, have detailed explanation, and include a range of accurate exemplification.

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

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

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

	1 mark	2 marks	3 marks	4 marks	5 marks	6 marks
<p>Use of sources of evidence</p> <p>Up to 6 marks available</p>	One relevant piece of evidence relating to one aspect of the issue is used from one source	Two distinct pieces of evidence relating to one aspect of the issue are linked which may be from within a single source or between sources	Two distinct pieces of evidence relating to one aspect of the issue are synthesised which may be from within a single source or between sources and an evaluative commentary is given	In addition: a second aspect of the issue is addressed with reference to one relevant piece of evidence	In addition: a second aspect of the issue is addressed with reference to linked evidence	In addition: a second aspect of the issue is addressed with reference to synthesised evidence including an evaluative comment
<p>Objectivity</p> <p>Analysis of the accuracy/selectivity/objectivity of a given view against evidence is presented</p> <p>Up to 2 marks available</p>	An objective assessment of a given view is stated, based on evidence presented from the sources	A detailed objective assessment of a given view is stated, based on evidence presented from the sources	<ol style="list-style-type: none"> For full marks candidates must refer to all sources in their answer. A maximum of 6 marks if all sources are not used. Objectivity questions. (i) Up to 6 marks are available for the accurate evaluation of the given view using evidence. (ii) Candidates may also be credited up to 2 marks on any comment/analysis of the origin and reliability of the sources. (iii) Up to 2 marks are available for an overall judgement as to the extent of accuracy/objectivity of the view. Conclusions questions. For full marks candidates must make evaluative comments/judgement(s)/draw a conclusion about each of the points given in the question. 2 further marks are available for an overall summative conclusion. 			
<p>Conclusion</p> <p>Overall evaluative comment(s) derived from a judgement of the evidence presented</p> <p>Up to 2 marks available</p>	Overall conclusion is clear and supported by evidence from the sources	Overall conclusion is insightful and supported by detailed evidence from the sources				

Section 1 - Democracy in Scotland and the United Kingdom

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	(a)	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> - links between different components - links between component(s) and the whole - links between component(s) and related concepts - similarities and contradictions - consistency and inconsistency - different views/interpretations - possible consequences/implications - the relative importance of components - understanding of underlying order or structure <p>Evaluation involves making a judgement based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; the relative importance of factors; 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>	20	<p><i>To what extent are some factors more important than others in influencing voting behaviour?</i></p> <p>Candidates can be credited in a number of ways up to a maximum of 20 marks.</p> <p>Credit reference to aspects of the following:</p> <ul style="list-style-type: none"> - The different factors that influence voting behaviour - Implications of different factors influencing voting behaviour <p>Answers may refer to: A range of factors that are said to affect voting behaviour including:</p> <ul style="list-style-type: none"> - Media - Social Class - Age - Gender - Geographical location/Residence - Ethnicity - Party leader competence and Image - Issues <p>Credit those candidates who integrate factors and highlight links between some factors, eg public perception of issues, party leader image and public awareness of party policy can be seen to be linked to media representation of these issues. Also, link between social class and occupation, education, income, etc.</p> <ul style="list-style-type: none"> - Discussion of relative importance of different factors - De-alignment, long term/short term factors - Other relevant points <p>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p>Credit responses that:</p> <ul style="list-style-type: none"> ◆ make reference to the political system in Scotland, the political system in the UK or the political system in Scotland and the UK ◆ provide balanced evaluative comments referring to different factors and their relative importance/impact ◆ provide a clear, coherent line of argument <p>Up to 8 marks for KU (description, explanation and exemplification) and up to 12 marks for analytical/evaluative comments (4 of these marks specifically for conclusions).</p> <p>Award up to 6 marks per point.</p> <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of 8 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Possible approaches to answering this questions:</p> <p>Response 1</p> <ul style="list-style-type: none"> ◆ One factor that can affect how someone votes is the media. The media includes newspapers, television and radio as well as ‘new media’ such as social networking. The media plays an important role in how a leader or a political party and their policies are portrayed and parties such as the Labour Party, the Conservatives and the SNP clearly believe that the media plays a part in influencing how people vote as they spend a lot of money on spin doctors, media monitoring units and rapid rebuttal teams to ensure that the public are aware of their policies. This shows that the media can be a factor in influencing voting behaviour (2 marks KU, 1 mark analysis). <p>Response 2</p> <ul style="list-style-type: none"> ◆ The media is also important in informing and shaping public opinion about current issues affecting the nation. Issues that have affected how people voted in recent elections include immigration, the war in Iraq and the handling of the economy. For many voters, the state of the economy is a big factor in how they vote. If the economy is doing well and people are in work and can afford a decent standard of living, they are more likely to vote for the party in power. However, if the economy is doing badly, many voters are likely to blame the government and vote for other parties. For example, following the recession of 2008, many voters blamed the former Prime Minister Gordon Brown for the poor running of the economy. At the next election in 2010, the public voted to change the government. Many voters gave the poor economy as the reason for how they voted (2 marks KU, 3 marks analysis). <p>Response 3</p> <ul style="list-style-type: none"> ◆ Social class is an important factor which will affect the way a person votes. Society is divided into different classes depending on a person’s status. It is defined based on occupation, income, education and home ownership. Classes are divided into A, B, C, D and E, with those in

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>social class A and B usually in a professional occupation such as accountants or surgeons. Those in groups D or E would include the poorest who may be in unskilled work or unemployed. Historically election results have shown that those in A and B often support the Conservatives, whilst DE voters support Labour because Labour policies such as Tax Credits and the National Minimum Wage have benefitted the poorest. However class dealignment means that there is an increase in middle classes and so the role of social class is less influential. In 2010 40% of DE voters, voted Labour. Therefore social class is an important factor, but not as important as it used to be (5 marks KU 2 marks analysis).</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(b)	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> ◆ links between different components ◆ links between component(s) and the whole ◆ links between component(s) and related concepts ◆ similarities and contradictions ◆ consistency and inconsistency ◆ different views/interpretations ◆ possible consequences/ implications ◆ the relative importance of components ◆ understanding of underlying order or structure <p>Evaluation involves making a judgement based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact/significance of the factors when taken together; the relative importance of factors in relation to the context.</p>	20	<p>Candidates can be credited in a number of ways up to a maximum of 20 marks.</p> <p>Credit reference to aspects of the following:</p> <ul style="list-style-type: none"> - The various methods of participation in politics - The effectiveness of different types of participation <p>Answers may refer to: The various methods of participation in politics:</p> <ul style="list-style-type: none"> - Voting - Joining a party/campaigning - Pressure group membership/participation - Protest - various forms legal or illegal - Participation through interaction with the media - Standing for election at various levels <p>Possible approaches to answering the question:</p> <p>Response 1</p> <ul style="list-style-type: none"> - UK citizens can participate simply by voting for representatives at various elections. An example of this would be the last UK General Election when almost 30 million citizens voted in 650 constituencies and returned a coalition government made up of MPs from the Liberal Democrats and Conservatives (2 marks KU). <p>Response 2</p> <ul style="list-style-type: none"> - Many Scottish people voted in the recent Independence referendum. The turnout for this referendum was almost 85%, an extremely high participation rate. Many Scots believed it was their responsibility to participate in this way as the issue in question was so important. The high turnout added legitimacy to the eventual “No” result and shows that registering and participating was effective. This was the first time many Scots had actually registered to vote. Many argue that this increased participation has actually changed Scotland for good, making it a more democratic country (1 mark KU - 1 mark analysis, 1 mark

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p>Credit responses that:</p> <ul style="list-style-type: none"> ◆ make reference to the political system in Scotland, the political system in the UK or the political system in Scotland and the UK ◆ provide balanced evaluative comments referring to the effectiveness of different forms of participation and their relative importance/impact ◆ provide a clear, coherent line of argument <p>Up to 8 marks for KU (description, explanation and exemplification) and up to 12 marks for analytical/ evaluative comments.</p> <p>Award up to 6 marks per point.</p> <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>evaluation).</p> <p>Response 3</p> <ul style="list-style-type: none"> - Many citizens take part in pressure group activity in the UK. Some groups (insider groups such as the CBI) are effective in their activities and have close links to government. However, some “outsider groups” are less successful in their campaigns as they are seen as being hostile to government and are often demanding radical changes. A group such as Greenpeace has many thousands of members who are participating in the political process through their membership but their activities are often unsuccessful in changing government environmental policy. Groups like this have often taken part in activities which may be illegal thus reducing their effectiveness in winning over public and government opinion. Many citizens do participate in the political process, but not all are effective (3 marks KU, 2 marks analysis, 1 mark evaluation). <p>Response 4</p> <ul style="list-style-type: none"> - Most UK citizens do not participate in any effective way in the political process. Many never vote in any election. Turnouts at local council elections and European elections often fall below 30%. Many others do vote but due to the electoral system, especially in Westminster elections, their votes are ineffective as they support a candidate from a minor party such as the Greens who have little chance of winning their constituency or forming the government. Participation is seen as ineffective by these people as they feel unable to influence the result (2 marks KU, 2 marks evaluation). <p>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</p>

Section 2 - Social Issues in the United Kingdom

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	<p>The candidate is required to interpret/ evaluate up to three complex sources of information detecting and explaining the extent of objectivity.</p> <p>In order to achieve credit candidates must show evidence which supports the extent of accuracy in a given viewpoint.</p> <ul style="list-style-type: none"> • Award up to 3 marks for appropriate use of evidence depending on the quality of the explanation and the synthesis of the evidence for any one explanation of the extent of objectivity. • For full marks candidates must refer to all sources in their answer. • For full marks candidates must make an overall judgment as to the extent of the accuracy of the given statement. • Maximum of 6 marks if no overall judgement made on extent of accuracy of the statement. • Candidates may be awarded up to a maximum of 2 marks for incorporating an evaluation of the reliability of the sources in their explanations although this is not mandatory. 	8	<p>Candidates can be credited in a number of ways up to a maximum of 8 marks.</p> <p>Evidence that supports the view (“the government’s anti-smoking policies are successfully tackling the problem of smoking in Scotland?”)</p> <p>Examples of the types of evidence that support the view include:</p> <ul style="list-style-type: none"> • Source A, 23% of adults smoke in Scotland, less than a quarter and a downward trend backed by Source B: 23% of all adults smoke. • Source C, smoking rates for all young people who are regular smokers are declining both boys and girls and predicted to remain steady. • Source C, 13yr old girls and boys are now virtually the same or lower than before. • Source C, 3 of the 4 groups shown have all declined since 2006 (all but 15yr old boys) link to smoking ban in Source A. • Source A: Only 10% of people living in the least deprived areas smoke. Link to Source B: levels below the average of 23% include those in full time employment 22% and those who are self-employed 22%. • Source A: Less than one quarter (23%) of adults smoked in 2013 which continues a general downwards trend in the proportion of adults who smoke. Link to Source C: this trend continues in young people as the number has decreased or remained steady. • Source C, rates for young smokers have reduced dramatically since 1996 (30%) to around 15% in 2012, so the message is getting through. <p>Response 1</p> <p>The number of adults smoking is falling according to Source 1. This is backed by the downward trend in 13 and 15 year olds smoking as shown in Source C. This shows that since 2006 smoking has fallen amongst all groups, most especially among 15 year old girls. This figure has fallen by 5% since 2006. The smoking ban and increasing the age to buy cigarettes to 18 may have helped cause this, a clear success of policy (3 marks,</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>evidence synthesised from two sources with evaluative comment).</p> <p>Evidence that opposes the view (“the government’s anti-smoking policies are successfully tackling the problem of smoking in Scotland?”)</p> <ul style="list-style-type: none"> • Source A: Smoking is the main cause of early death. • Source A, cost to NHS remains high, £271m/yr. • Source A: 13,000 deaths per year where smoking is the main cause of death. • Source A: As many as 600 children take up smoking each day. Scotland has the highest rate behind England. • Source A: 39% of those in the most deprived areas in Scotland smoke, Link to Source B: deprived areas tend to high level so unemployment, 51% of adult unemployed and looking for work smoke, supported by link to Source A which states those out of work are most likely to smoke. • Source B: highest rate of adult smokers 60%, those who are unable to work due to short term illness, sick or disabled (51%) also links to Source A which states those out of work are most likely to smoke. • Source A: despite all previous attempts to reduce smoking among young people, age increased to 18yrs, restrictions on cigarette displays, 50 children a day start smoking in Scotland. • Source C, 15yr old girls continue to become regular smokers, 12%, this is higher than boys. Link to Source A: previous attempts to target smoking in young people. • Source A: Scottish Government continues to target smoking in its policy, trying to stop young people starting. • Scotland has the highest smoking rates in the UK, 23%. <p>Response 2 The policies of the government are not successful in tackling smoking in Scotland as 23% of Scots still smoke which is the highest (1 mark, one relevant piece of evidence from one source).</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>Candidates may also be credited up two marks on any comment/analysis of the origin and reliability of the source.</p> <ul style="list-style-type: none"> • Information from Source B is taken from the Scottish Government’s website which has a responsibility to publish accurate and recent data for public information (1 mark). • Information from Source C is taken from ASH Scotland, is a well-known voluntary organisation that provides evidence based information on tobacco. However it may be seen as biased as it receives some of its funding from Scottish Government which is committed to cutting smoking rates (2 marks). • The information in Source A is adapted from a news article published online with additional information from a second article. As the article has been adapted it may be less reliable than when originally written. Also it is not clear what parts come from exactly which source (2 marks). • Statistics in Source A are up to date (2012, 2013) (0 marks). • Statistics in Source A are up to date (2012, 2013) and so give a fairly up to date picture of the smoking issue (1 mark). <p>For full marks, candidates must make an overall judgment as to the extent of the accuracy of the given statement.</p> <p>Overall, the evidence does support the view as:</p> <ul style="list-style-type: none"> • On the whole, the evidence suggests that smoking is being successfully tackled by the government’s policies. The number of adults smoking is falling. It may still be higher in Scotland than in any other country in the UK but importantly the number of young smokers is falling rapidly as shown in Source C this is also backed by the extremely low number of schoolchildren smoking, only 3% (2 marks). • The statement is mostly true as smoking is a declining problem as can be seen from Source C. There are still too many children starting to smoke so the government’s policies may be slow, but they are working (1 mark).

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>The statement is partly true as fewer adults are smoking (23% and falling) possibly as a result of the smoking ban which was introduced in 2006. However, those who are unemployed or dependent on benefits have not been helped as is shown in Source B, over half of those in the three categories, Unemployed, Disabled and short term illness are smokers (2 marks).</p>

PART A - Social inequality in the UK

Question	General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question
3. (a)	<p>Evaluation involves making a judgement(s) based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact/significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Up to 8 marks for KU (description, explanation and exemplification) and up to 4 marks for evaluative comments.</p> <p>Award up to 6 marks per point.</p> <p>Candidates should be credited up to full marks if they answer within a Scottish context only, a UK context only or refer to both Scotland and the UK.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>	12	<p>Candidates can be credited in a number of ways up to a maximum of 12 marks.</p> <p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> ◆ the nature of social inequality ◆ socio-economic groups and the impact of inequalities on them ◆ an evaluation of the importance of various socio-economic factors in causing inequality <p>Credit reference to aspects of the following:</p> <ul style="list-style-type: none"> ◆ Age groups ◆ Ethnicity ◆ Gender ◆ Class ◆ Disability ◆ Health Inequalities ◆ Income Inequalities ◆ Housing Inequalities ◆ Education ◆ Crime ◆ Discrimination ◆ Family structure ◆ Poverty <p>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</p> <p>Possible approaches to answering the question:</p>

Question	General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question
			<p>Response 1</p> <ul style="list-style-type: none"> ◆ Groups who do not do well in the education system may not find a job and so will be unemployed and have to rely on benefits (1 mark KU). <p>Response 2</p> <ul style="list-style-type: none"> ◆ Women in the UK are more likely to be living in poverty. One reason may be that they are more likely to be the head of a single parent family. This creates obvious pressures on time and often results in welfare dependency for the family. Recent statistics show that around 90% of lone parent families are headed by a woman and over 25% of children now live with a lone mother (2 marks KU). <p>Response 3</p> <ul style="list-style-type: none"> ◆ There are major inequalities in health affecting certain groups in the UK. Life expectancy among the poorest people in Scotland is much lower than among the richest. Within Glasgow, male life expectancy varies by as much as twenty seven years between the poorest and richest areas. Poor health certainly affects the poorest more as a result of lifestyle choices which are limited partly by low income. Poor diet and a lack of exercise are the main causes of health problems for our poorest groups. Many Scots choose to eat too much fatty food and healthy eating campaigns, such as the 5-a-day campaign, have had less impact on poorer areas where fresh fruit and vegetables are not only less easily available but are often too expensive. Such issues do not affect those on higher incomes who can afford fresh food and can travel more easily to a wider variety of shops. The poorest groups in society suffer greater ill health which leads to lower earnings, lower educational attainment etc ie multiple deprivation. As a result the poor will continue to suffer health inequalities (3 marks KU 2 marks evaluation).

Question	General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question
			<p>Response 4</p> <ul style="list-style-type: none"> ◆ Some people would question the link between poverty and social inequality. They would claim that many people have become successful even although they came from a poor community with few amenities and were not encouraged to succeed in education. For example, Brian Souter has become very wealthy through starting several transport companies. He is the son of a bus driver and certainly not from a wealthy background. However, although there may be cases of successful people from poor backgrounds evidence shows that people from wealthy middle class families are more likely to go to university and therefore more likely to have much higher lifetime earnings. Consequently, poor children are likely to grow up poor adults (1 mark KU, 3 marks evaluation). <p>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</p>

Question	General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question
(b)	<p>Evaluation involves making a judgement(s) based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact/significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Up to 8 marks for KU (description, explanation and exemplification) and up to 4 marks for evaluative comments.</p> <p>Award up to 6 marks per point.</p> <p>Candidates should be credited up to full marks if they answer within a Scottish context only, a UK context only or refer to both Scotland and the UK.</p> <p>Where a candidate makes more evaluative point than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>	12	<p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> ◆ the role of the benefits system in tackling inequality ◆ an evaluation of the success/shortcomings of the benefits system in tackling social inequality <p>OR</p> <p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> ◆ the role of health services (public and/or private) in tackling inequality ◆ an evaluation of the success/shortcomings of health services in tackling social inequality <p>Candidates can be credited in a number of ways up to a maximum of 12 marks.</p> <p>Possible approaches to answering the question:</p> <p>Response 1</p> <ul style="list-style-type: none"> ◆ UK citizens who have no other source of income or are on a low income are helped by a wide range of welfare benefits provided by central government. The old age pension, universal benefit and housing benefit are just three which try to meet the needs of many people (2 marks KU). <p>Response 2</p> <ul style="list-style-type: none"> ◆ Child benefit is paid to families who earn below a certain amount to help with the additional costs of bringing up children. The amount paid is £20.50 per week for the eldest child and £13.55 for each additional child. This helps to tackle inequality as these payments are very important to those who have a very low income and make a big difference to the family income in a poor household. Child benefit is not paid in full to households with a high income – after £50,000 the amount of child benefit paid is reduced. This means that it helps to reduce inequality as families on low income get more in benefit than

Question	General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question
			<p>high-income families (2 marks KU, 1 mark evaluation).</p> <p>Response 3</p> <ul style="list-style-type: none"> ◆ Critics would claim that the National Health Service is not effective in tackling inequality as it is under-staffed and under-funded. Recent media coverage has concentrated on the winter pressures faced by Accident and Emergency departments across the UK. Many of the departments have failed to meet targets set for them regarding waiting and discharge times. However, it could also be argued that as a society we expect so much from the NHS that it is almost certain to fail to meet these expectations. Despite its problems and failings the NHS has contributed hugely to tackling social inequality in the UK. Without its universal, free at the point of need principles then the majority of citizens would struggle to afford healthcare. Life expectancy and infant mortality figures have improved greatly for the poorest since the NHS was introduced. If we are to maintain these improvements then we will either have to re organise the NHS, lower our expectations or be willing to pay more tax to fund it. Overall, the NHS has been vital in improving the living conditions in our society (2 marks KU 3 marks evaluation) <p>Response 4</p> <ul style="list-style-type: none"> ◆ Many in the UK now rely on private health care as well as the government funded NHS. Over 15% of all that is spent on health care in the UK is spent by the private sector rather than by the NHS. This creates a divide in society and effectively makes inequality worse. Those who can afford to go private can skip the queue and those who can't have to wait for a poorer service from the NHS (1 mark KU, 2 marks evaluation). <p>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</p>

PART B - Crime and the law in the UK

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(c)	<p>Evaluation involves making a judgement(s) based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact/significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Up to 8 marks for KU (description, explanation and exemplification) and up to 4 marks for evaluative comments.</p> <p>Award up to 6 marks per point.</p> <p>Candidates should be credited up to full marks if they answer within a Scottish context only, a UK context only or refer to both Scotland and the UK.</p> <p>Where a candidate makes more evaluative point than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>	12	<p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> ◆ the personal impact of crime on the individual ◆ an evaluation of the relative impact of crime on family, community, wider society, economy, government etc <p>Credit reference to aspects of the following:</p> <ul style="list-style-type: none"> ◆ likely victims - age, gender, race etc ◆ physical impact ◆ psychological impact ◆ economic/financial impact ◆ impact on families ◆ impact on local community ◆ impact on local business ◆ impact on wider society ◆ impact on offender ◆ political/legal impact - eg new anti-terror legislation <p>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</p> <p>Candidates can be credited in a number of ways up to a maximum of 12 marks.</p> <p>Possible approaches to answering the question:</p> <p>Response 1</p> <ul style="list-style-type: none"> ◆ Assaulting a person is a crime. The person may need to go to hospital as they have been injured. As well as a physical injury the crime may leave a psychological injury on the victim ie they may be scared to go out and have no confidence. The victim is affected in two ways (1 mark KU, 1 mark evaluation).

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>Response 2</p> <ul style="list-style-type: none"> ◆ It is not just the direct victim of a crime who is affected by it. There could also be an impact on their family. If the person is severely injured then they may be unable to return to work meaning a drop in income and all the difficulties this may bring eg poorer lifestyle, diet, health etc. In this way crime can affect a much wider group. The family of the offender may also be affected by the crime. They may feel ashamed and be shunned by their community. These are often more serious and longer lasting than the initial physical damage to the victim. It is too simplistic to say that only the “victim” is affected (3 marks evaluation). <p>Response 3</p> <ul style="list-style-type: none"> ◆ Often the whole community is affected by a criminal act. From the actions of only a very small group of offenders a local area can gain a “bad” reputation if there is too much violent crime. For example, some parts of Glasgow have a reputation for violent gang crime. This can have a negative effect on the spirit of the people who live there but can also have a negative effect on the area’s economy. If people don’t want to live there then house prices may drop. Household and car insurance in the area may become more expensive, further driving people away. People who stay will have less to spend. Local business may not wish to be associated with the area leading them to relocate. Unemployment may then rise further reducing the desirability of the area. Local business will of course suffer as they may have to pay higher insurance premiums etc. Overall, to suggest that crime only affects the victim is clearly wrong. It can have a negative impact on the social and economic life of an entire community. On the other hand the impact of a major crime could bring a community together and create a determination among people that the community will get over it and grow stronger. A good example of this was the midnight anti-rape protests which took place in Glasgow in order to support the victims and to show solidarity against criminals (3 marks KU, 3 marks evaluation).

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					Any other valid point that meets the criteria described in the general marking principles for this kind of question.

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>they would fear being locked up for a period of time away from their friends and families (2 marks evaluation).</p> <p>Response 4</p> <ul style="list-style-type: none"> ◆ Community based sentences are very effective in tackling crime as they allow offenders to maintain daily contact with their family and loved ones. This means they do not feel isolated and do not grow anxious about the events affecting their family while they are in prison. If an offender is placed on a Community Order they will be ordered to carry out a certain number of hours of work which they can do in their spare time, allowing them to keep their job. This is an obvious advantage in stopping recidivism. Part of the order may also see them being given help for any addiction issues they may have. This sense of value that is created in the offender will make them much less likely to re-offend and the financial cost to the community will be low eg average cost of a Community Payback Order is only £2400 (2 marks KU, 2 marks evaluation). <p>Response 5</p> <ul style="list-style-type: none"> ◆ The majority of the public think community based sentences are no more than a slap on the wrists for criminals. It is clear they have little impact on crime by the fact that around 30% on CPOs breach the orders and use the opportunity to further offend (1 mark KU, 1 mark evaluation). <p>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
4.	<p>The candidate is required to interpret/evaluate up to three complex sources in order to reach conclusions.</p> <p>In order to achieve credit candidates must show evidence which explains the conclusions reached.</p> <p>Award up to 3 marks for appropriate use of evidence depending on the quality of the explanation and the synthesis of the evidence to reach any one conclusion.</p> <p>For full marks candidates must refer to all sources in their answer.</p> <p>For full marks candidates must reach conclusions about each of the points given and make an overall conclusion on the issue.</p>	8	<p>Candidates can be credited in a number of ways up to a maximum of 8 marks.</p> <p>Possible approaches to answering the question:</p> <p>The economic impact of the recession on Eurozone members</p> <p>Response 1</p> <ul style="list-style-type: none"> ◆ Source A states that, the recession led to some serious long term economic problems for Eurozone countries. This is supported by Source B which shows that the biggest increase in unemployment was in Cyprus, where it quadrupled. This shows that the recession has had a huge impact on the Eurozone countries (2 marks, synthesis of evidence across Sources A and B with conclusion). <p>Response 2</p> <ul style="list-style-type: none"> ◆ The recession clearly had a negative effect on all Eurozone countries but not all to the same extent. This is shown by the example of Spain from Source B which has a debt of 72% of its GDP which is lower than the EU average of 89% and by the example of Ireland which was more seriously affected as its debt has increased to 123% of GDP, which is much higher than the EU figure and is nearly five times higher than it was (3 marks for complex synthesis between Sources A and B and a conclusion). <p>The economic impact of the recession on Non- Eurozone members</p> <p>Response 3</p> <ul style="list-style-type: none"> ◆ The recession had smaller effect on Non-Eurozone countries. As Source C shows Denmark has seen its unemployment rate rise to 7% but this is 3% less than the EU average (2 marks, detailed synthesis within a source). <p>Response 4</p> <ul style="list-style-type: none"> ◆ The recession has not had such a serious effect on Non-Eurozone members. Several Eurozone countries have required “hand-outs” from

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>the EU to help them cope with their huge debts eg both Ireland and Spain needed a 90billion Euro hand-out. This hasn't been needed for any non-Eurozone countries who all, apart from the UK, have a level of debt below the EU figure (89% of GDP). In fact, one non Eurozone country, Sweden, did not increase its levels of debt at all as a result of the recession. All of the Non-Eurozone countries in Source C have unemployment rates below the EU average (3 marks synthesis and detailed use of sources).</p> <p>Possible overall conclusion about the impact of the recession on the EU as a whole</p> <p>Response 5</p> <ul style="list-style-type: none"> ◆ The overall conclusion is that the EU as a whole has suffered badly from the recession but the Eurozone members suffered the most. Source A shows that the level of exports to countries outside the EU has dropped by 4% which may have resulted in the large increases in unemployment and debt levels in countries like Portugal (2 marks for a valid overall conclusion based on evidence). <p>Response 6</p> <ul style="list-style-type: none"> ◆ The overall conclusion is that the recession has not had an equal impact across the EU's members. Some have suffered very badly from higher unemployment and debt eg Spain unemployment doubled and they need a bail out to survive whereas the UK had only a small increase in unemployment and Sweden did not increase its borrowing at all (2 marks for a valid overall conclusion based on evidence). <p>Please note that a valid conclusion which is not supported with relevant source evidence should be given no credit.</p> <p>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</p>

Section 3 - International Issues

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
5.	(a)	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> - links between different components - links between component(s) and the whole - links between component(s) and related concepts - similarities and contradictions - consistency and inconsistency - different views/interpretations - possible consequences/implications - the relative importance of components - understanding of underlying order or structure 	12	<p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> - the world power's unilateral influence on its neighbours - the importance of the world power in wider international relations eg through organisations such as the UN or NATO - overall evaluative comment on the importance of the world power in influencing other countries - provide a clear, coherent line of argument <p>Possible approaches to answering the question</p> <p>World Power: USA</p> <p>Credit reference to aspects of the following:</p> <ul style="list-style-type: none"> ◆ member of the UN Security Council ◆ examples of US involvement in Afghanistan (ISAF) ◆ leading role in NATO – examples of US involvement in Libya as part of Operation Unified Protector ◆ possible future role of US in Syria ◆ member of the G8 ◆ largest economy in the world ◆ role in Middle East ◆ nuclear superpower ◆ impact of emergence of China as superpower ◆ economic, social and cultural impact on immediate neighbours such as Mexico and Canada and on North/central America as a whole including Cuba

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p>Up to 8 marks for KU (description, explanation and exemplification) and up to 4 marks for analytical comments. Award up to 6 marks per point.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</p> <p>World Power: China</p> <p>Credit reference to aspects of the following:</p> <ul style="list-style-type: none"> - leading role as a permanent member of the UN Security Council - participates in UN peace-keeping operations - relationship with and future role in negotiations with North Korea - impact of US/China diplomatic relations - investment in African countries and elsewhere - growing importance of China in world economy (2nd to the USA and expected to pass) - member of the G20 - part of the G8's Outreach Five (O5) - economic, social and cultural impact on immediate neighbours such as India and North Korea and on Asia as a whole <p>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</p> <p>Possible approaches to answering the question – World Power: USA</p> <p>Response 1</p> <ul style="list-style-type: none"> - The USA's role as a world power is very important. It was one of the original countries that set up NATO in 1949 and still remains its most influential member. More recently the USA has played the lead role in NATO's mission to Afghanistan (ISAF) (2 marks KU).

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>Response 2</p> <ul style="list-style-type: none"> - The USA's role as a world power is very important. It was one of the original countries that set up NATO in 1949 and still remains its most influential member. More recently the USA has played the lead role in NATO's mission to Afghanistan (ISAF). In terms of finance, troop and resource commitments to NATO, the USA provides far more than any other single member of the Alliance making the US the most important member of NATO with huge influence (2 marks KU, 1 mark analysis). <p>Response 3</p> <ul style="list-style-type: none"> - The USA's role as a world power is very important. It was one of the original countries that set up NATO in 1949 and remains its most influential member. More recently the USA has played the lead role in NATO's mission to Afghanistan (ISAF). In terms of finance, troop and resource commitments to NATO, the USA provides far more than any other single member of the Alliance making the US the most important member of NATO with huge influence. However, in recent years the USA has called on the other members of NATO to pay a greater share of the organisation's costs. The USA has also reduced its commitments in Europe, expecting the European members of NATO to take over. Although the USA can dominate NATO in terms of its contribution, all NATO's 28 member states have equal standing, ie no one member country has more voting rights than the next and there must be agreement by all before action can be taken. The USA has huge influence, but NATO is not always obliged to follow its lead as the other members can out vote them. However, this does not always stop the USA which has the capacity to act alone (2 marks KU, 4 marks analysis).

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>Response 4</p> <ul style="list-style-type: none"> - Therefore, given the importance of the USA within NATO, the UN, other international bodies and the global economy, it is clear the USA is, at present, the world's most influential country. For example, the US is sometimes described as 'the leader of the free world'. However, countries such as China and India are closing the gap in terms of economic output and world influence. Further, China has entered the space race and is increasing its influence in Africa. Also, despite US/ NATO military strength in Afghanistan, they have failed to completely defeat the Taliban. The USA may be the worlds' only 'superpower' but this does not mean it can control everything (4 marks analysis).

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(b)	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> - links between different components - links between component(s) and the whole - links between component(s) and related concepts - similarities and contradictions - consistency and inconsistency - different views/interpretations - possible consequences/implications - the relative importance of components - understanding of underlying order or structure <p>Up to 8 marks for KU (description, explanation and exemplification) and up to 4 marks for analytical comments. Award up to 6 marks per point.</p>	12	<p>Credit references that make reference to:</p> <ul style="list-style-type: none"> • Description/explanation of the social issue • Impact of the social issue on specific groups or the country as a whole <p>Candidates can be credited in a number of ways up to a maximum of 12 marks.</p> <p>Credit reference to aspects of the following:</p> <ul style="list-style-type: none"> • Impact of issues concerning: <ul style="list-style-type: none"> ○ Healthcare ○ Education ○ Housing ○ Crime ○ Population/Immigration ○ Economy - welfare/poverty ○ Environmental <p>World Power Choice: India</p> <p>Response 1</p> <ul style="list-style-type: none"> ◆ The population of India has continued to grow in recent years. They now have 17% of the world's population (1.21 billion people). India is expected to have more people than China by the year 2030, creating huge problems for housing, healthcare etc (2 marks KU).

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Response 2</p> <ul style="list-style-type: none"> ◆ The population of India has continued to grow in recent years. They now have 17% of the world’s population (1.21 billion people). India is expected to have more people than China by the year 2030, creating huge problems for housing, healthcare etc. The population has grown by 181 million in the last ten years putting massive pressure on already stretched educational services. On top of an extremely high birth rate life expectancy has grown by ten years to an average of 75. The demand for healthcare created by an ageing population is financially difficult for the government (2 marks KU, 2 marks analysis). <p>Response 3</p> <ul style="list-style-type: none"> ◆ The population of India has continued to grow in recent years. They now have 17% of the world’s population (1.21 billion people). India is expected to have more people than China by the year 2030, creating huge problems for housing, healthcare etc. The population has grown by 181 million in the last ten years putting massive pressure on already stretched educational services. On top of an extremely high birth rate life expectancy has grown by ten years to an average of 75. The demand for healthcare created by an ageing population is financially difficult for the government. The ageing of the population is perhaps the most serious social problem facing India. Over 100 million people are elderly and although over 60% of the population is under thirty the cost of healthcare and pensions for the elderly is enormous. The average Indian worker does not earn enough to pay large amounts of tax (3 marks KU, 3 marks analysis). <p>Also credit reference to aspects of the following:</p> <ul style="list-style-type: none"> ◆ Growing economy ◆ Widening gap between urban and rural areas ◆ Women’s rights and progress

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>World Power choice: China</p> <p>Response 4</p> <ul style="list-style-type: none"> ◆ Rapid growth in the Chinese population has been a problem for many decades. Since the 1970s the Chinese Government has enforced measures to control the number of children people can have. Couples can have only one child in urban areas but can have two in rural areas, provided the first-born is a girl. This was known as the One Child Policy (2 marks KU). <p>Response 5</p> <ul style="list-style-type: none"> ◆ Rapid growth in the Chinese population has been a problem for many decades. Since the 1970s the Chinese Government has enforced measures to control the number of children people can have. Couples can have only one child in urban areas but can have two in rural areas, provided the first-born is a girl. This was known as the One Child Policy. Punishments for couples who had too many children ranged from fines, loss of employment to forced abortions and sterilizations during the later stages of their pregnancy (3 marks KU). <p>Response 6</p> <ul style="list-style-type: none"> ◆ Rapid growth in the Chinese population has been a problem for many decades. Since the 1970s the Chinese Government has enforced measures to control the number of children people can have. Couples can have only one child in urban areas but can have two in rural areas, provided the first-born is a girl. This was known as the One Child Policy. Punishments for couple who had too many children ranged from fines, loss of employment to forced abortions and sterilizations during the later stages of their pregnancy. The policy was strictly enforced throughout the final decades of the twentieth century and as a result there has been an increase in the number of children forced to carry the burden of caring for ageing parents on their own.

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>Fewer girls than boys survived to adulthood as many people, especially in rural areas, abandoned or killed their first born baby if it was a girl. In many traditional areas boys became even more valuable than girls.</p> <p>This created a gender imbalance affecting the population and the economy. However there is evidence that the One Child Policy will be relaxed in some areas. Families will be allowed two children if one parent is an only child and fines have been lowered (4 marks KU, 3 marks analysis).</p> <p>Also credit reference to aspects of the following:</p> <ul style="list-style-type: none"> • Widening gap between rural and urban areas • Impact of growing economy and investment in market economy • Media censorship

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(c)	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> - links between different components - links between component(s) and the whole - links between component(s) and related concepts - similarities and contradictions - consistency and inconsistency - different views/interpretations - possible consequences/ implications - the relative importance of components - understanding of underlying order or structure <p>Up to 8 marks for KU (description, explanation and exemplification) and up to 4 marks for analytical comments Award up to 6 marks per point.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>	12	<p>Candidates can be credited in a number of ways up to a maximum of 12 marks.</p> <p>Depending on the world issue chosen, candidates may analyse aspects such as:</p> <ul style="list-style-type: none"> ◆ The nature of issue ◆ The international organisations involved ◆ The nature of responses to the organisation's actions ◆ Success and failure of the organisation's actions and the reasons for these successes and failures <p>Poverty in Africa:</p> <p>Response 1</p> <ul style="list-style-type: none"> ◆ Poverty in Africa is often caused by ill-health. One of the most serious diseases in Africa is Malaria which affects millions of Africans, killing hundreds of thousands every year. People who are ill cannot work and so they and their families fall deeper into poverty. The World Health Organisation (WHO), which is part of the United Nations, is responsible for improving health around the world. The WHO has attempted to tackle malaria by providing drugs to treat people in poor areas. They have also provided millions of nets sprayed with insecticide to protect people when they are sleeping or praying. This is an effective way of controlling the mosquitoes which spread the disease and has resulted in many saved lives. However, their response to malaria is still considered inadequate by many as each of these nets only costs a few pounds yet one African child dies every sixty seconds as a result of malaria (3 marks KU, 2 marks analysis).

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>Response 2</p> <ul style="list-style-type: none"> ◆ During recent civil wars many people have become refugees as their homes have been destroyed by armed men. They now live in poverty as a result (1 mark KU). <p>Response 3</p> <ul style="list-style-type: none"> ◆ Many children in countries like Botswana have been left orphaned by AIDS. This has denied them an education and resulted in a lifetime of poverty. Their health will also be affected as what little healthcare that may be available, they will be unable to afford (2 marks KU). <p>Syria:</p> <ul style="list-style-type: none"> ◆ condemnation of Syrian government by UN, Arab League, western countries ◆ sanctions, including economic sanctions ◆ UN investigation/inspection of use of chemical weapons ◆ humanitarian assistance for refugees ◆ aid to anti-government forces ◆ threats of military action/intervention <p>Terrorism:</p> <ul style="list-style-type: none"> • Growth of IS, Boko Haram, Al-Shabaab etc • “home-grown” terrorists - Paris attacks etc • Religious/ethnic/political conflicts • NATO - Article 5 (Collective defence), vast resources committed by NATO, Operation Active Endeavour, help in providing security at major events such as Olympic games and European Football championships etc

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<ul style="list-style-type: none"> • The UN - coordinating action through the Security Council and the General Assembly, The United Nations Global Counter-Terrorism Strategy • The African Union Counter Terrorism framework • The European Union Counter terrorism Strategy - focusing on stopping the causes of radicalisation and recruitment etc, tries to improve the sharing of information between member states, European arrest warrant strengthened etc <p>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(d)	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> - links between different components - links between component(s) and the whole - links between component(s) and related concepts - similarities and contradictions - consistency and inconsistency - different views/interpretations - possible consequences/ implications - the relative importance of components - understanding of underlying order or structure <p>Up to 8 marks for KU (description, explanation and exemplification) and up to 4 marks for analytical comments. Award up to 6 marks per point.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as</p>	12	<p>Candidates can be credited in a number of ways up to a maximum of 12 marks.</p> <p>Depending on the world issue chosen candidates may make reference to any relevant factors, such as:</p> <ul style="list-style-type: none"> ◆ political factors ◆ economic factors ◆ social factors <p>Low level of economic development:</p> <p>Response 1 Illness and the lack of appropriate medical facilities contribute to the low level of economic development in many parts of Africa. For example, over half a million people die in sub-Saharan Africa each year because of malaria. Malaria reduces the ability to work and save so families cannot meet their needs. In this situation it is difficult for countries to develop their own industries and infrastructure. As a result foreign companies are unwilling to invest or commit their employees to the country. If African governments could provide anti-malaria facilities and equipment then educational attainment would improve and the economy would grow. Such developments however, will take many years to succeed and governments may require foreign aid to do this (2 marks KU, 2 marks analysis).</p> <p>Arab spring:</p> <ul style="list-style-type: none"> ◆ dissatisfaction with the role of government in a range of countries, including: <ul style="list-style-type: none"> ○ protests against dictatorships

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	knowledge and understanding marks provided they meet the criteria for this.		<ul style="list-style-type: none"> ○ lack of human rights ○ corruption ◆ economic issues, including: <ul style="list-style-type: none"> ○ economic decline ○ unemployment ○ food price rises ○ extreme poverty ◆ social factors, including: <ul style="list-style-type: none"> ○ large numbers of disenchanted but highly educated young people ○ use of social media to inform and spread protests <p>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</p>

[END OF MARKING INSTRUCTIONS]