



National
Qualifications
2016

2016 Modern Studies

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 |
|---|--|---|--|---|
| <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 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 knowledge</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/evaluation</p> <p>Comments that identify relationships/implications/ make judgements</p> <p>4 marks*</p> | 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 | <p>1. For full marks candidates must refer to all sources in their answer. A maximum of 6 marks if all sources are not used.</p> <p>2. 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.</p> <p>3. 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> | | | |
| <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 – 20 marks

Attempt Question 1 and EITHER Question 2(a) OR 2(b)

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. | <p>The candidate is required to interpret/evaluate up to three complex sources in order to reach conclusions. 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: The link between government policy and the turnout of different age groups</p> <p>Response 1</p> <ul style="list-style-type: none"> ◆ The turnout of different age groups depends on which group is targeted by the government. Younger voters are less likely to vote (only 43% for youngest group). This has been caused by the government aiming policies at older groups who are much more likely to vote e.g. 65s and over. (2 marks, synthesis of evidence across Sources A and B with conclusion). <p>Response 2</p> <ul style="list-style-type: none"> ◆ Specific policies like the abolition of the EMA have led to lower turnout by young voters. This stands at 35% less than the oldest age group. This policy may not affect older people directly, whereas the increase in the flat rate pension will benefit many of them greatly. As older people are more likely to vote, government policies are more likely to benefit them which in turn leads to even higher turnouts among the over 65s. (3 marks for synthesis between Sources A, B and C and a conclusion). <p>Response 3</p> <ul style="list-style-type: none"> ◆ Different government policies lead to different turnout rates in different age groups. (0 marks, conclusion with no supporting evidence). |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
|----------|--|----------|---|
| | | | <p>The link between government policy and the turnout of different socio-economic groups</p> <p>Response 4</p> <ul style="list-style-type: none"> ◆ Different government policies lead to different turnout rates in different socio-economic groups. The wealthiest groups like social classes A and B are most likely to vote. (1 marks, conclusion and correct use of source A). <p>Response 5</p> <ul style="list-style-type: none"> ◆ Government policies aimed at certain socio-economic groups have a huge effect on the turnout at elections of these groups. For example, those who rent their house either privately or socially are the least likely groups to vote. Those who own their own homes are not affected by government policies like the bedroom tax which will see some benefits removed from those who rent. This means that they will be more likely to vote, as is proven in Source B where home owners have the highest turnout at 77%. As these wealthier groups are more likely to vote then governments will continue to “pass laws which benefit the groups most likely to vote” Source A (3 marks - conclusion backed by detailed use of sources and synthesis). <p>Possible overall conclusion about turnout in the UK</p> <p>Response 6</p> <ul style="list-style-type: none"> ◆ The overall conclusion is that turnout in the UK is increasing. (0 marks - overall conclusion without supporting evidence). |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
|----------|--|----------|--|
| | | | <p>Response 7</p> <ul style="list-style-type: none"> ◆ The overall conclusion is that turnout in the UK is increasing. Source B tells me it went from 65.1% in 2010 to 66.1% in 2015. (1 marks for a valid overall conclusion based on evidence) <p>Response 8</p> <ul style="list-style-type: none"> ◆ The overall conclusion is that turnout in the UK is increasing. Source B tells me it has steadily increased from 59.4% in 2001 to 66.1% in 2015. There was only a small 1% increase in 2015 largely caused by the massive jump in turnout in Scotland caused by the referendum. (2 marks for a valid overall conclusion based on evidence from two sources) <p>Response 9</p> <ul style="list-style-type: none"> ◆ Overall, turnout level in UK elections is very uneven between different ages and groups. Older people (65+) are almost twice as likely to vote than younger groups (18-24). Those in more affluent group such as home owners and class A/B are also more likely to vote. (2 marks for a valid overall conclusion based on evidence from two sources) <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> |

| Question | | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
|----------|-----|--|----------|---|
| 2. | (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 components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/ implications • the relative importance of components • understanding of underling order or structure | 12 | <p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Credit reference to aspects of the following:</p> <p><i>Additional Member System:</i></p> <ul style="list-style-type: none"> • Two votes so more opportunity to choose candidates from a minority group, better representing their views. • The degree of proportionality allows for a wider range of parties to gain representation providing better representation. • Constituency and list representatives gives more choice of representative for voters • Parties are more easily held to account • Likelihood of coalition (not recently) forces a wider range of views to be considered. <p><i>Balanced by:</i></p> <ul style="list-style-type: none"> • Recent elections show that majority governments can be elected on a minority of the vote due to the FPTP element of AMS • Coalitions are perhaps not representative as this “compromise” did not appear on the ballot paper. • Two ballot papers could be confusing, increasing voter apathy, lowering turnouts and therefore leading to the underrepresentation of sections of society. • Link between constituency and representative is weakened. |

| 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.</p> <p>Award up to 6 marks per point 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 as appropriate.</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> | | <p><i>First Past the Post:</i></p> <ul style="list-style-type: none"> • Link between representative and constituency is clear and improves representation of views due to direct accountability. • Usually produces a majority, single party government which can legislate in line with promises without compromise. <p><i>Balanced by:</i></p> <ul style="list-style-type: none"> • In UK elections it has favoured two large parties for many years. In Scotland it exaggerated the representation of the Labour Party for many decades. • Views not well represented due to the creation of many safe seats • Lack of proportionality between number of votes and number of seats eg 2015 election • Tactical voting is possible and is often actively encouraged. This means the views of the electorate are not well represented as many vote for candidates they don't actually agree with. <p><i>Single Transferable Vote:</i></p> <ul style="list-style-type: none"> • Voters can choose between candidates from within the same party, improving the representation of their views. • The degree of proportionality allows for a wider range of parties to gain representation providing better representation. • Multi-member wards allow voters to select candidates from different parties. • Greater likelihood of coalition in councils forces a wider range of views to be considered. |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
|----------|--|----------|--|
| | | | <p>Balanced by:</p> <ul style="list-style-type: none"> • Coalitions are perhaps not representative as this “compromise” did not appear on the ballot paper. • Link between constituency and representative is weakened. <p>Regional Lists:</p> <ul style="list-style-type: none"> • Provides a high degree of proportionality, reflecting voters’ views. • Large regions allow parties with “thinly-spread” support to gain representation <p>Balanced by:</p> <ul style="list-style-type: none"> • Too much power is given to parties to select candidates on the list. • Link between constituency and representative is weakened. <p><i>Any other valid point that meets the criteria described in the general marking principles for this type of question.</i></p> <p>Possible approaches to answering the question:</p> <p>Response 1 The Scottish Parliament uses the Additional Member System (AMS) to elect 129 MSPs split between 73 constituencies and 8 regional lists (1 mark KU) AMS allows each voter two separate votes, one for their constituency MSP and one for their region, providing better representation for their views. (1 mark analysis) (Total 2 marks, 1 mark KU, 1 mark analysis)</p> |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
|----------|--|----------|---|
| | | | <p>Response 2 The Scottish Parliament uses the Additional Member System (AMS) to elect 129 MSPs split between 73 constituencies and 8 regional lists (1 mark KU) Voters have one vote for a constituency MSP and one vote for a regional list MSP which could lead to a higher turnout if voters know their second vote helps elect a regional MSP from the party they support. (1 mark KU & 1 mark analysis) The constituency FPTP element of AMS, only allows voters to have one choice for a constituency MSP. This has led to the claim that many votes are ‘wasted’ because with FPTP, only votes for the winning candidate matter. Second-placed candidates get nothing. (1 mark analysis) (Total 4 marks, 2 marks Ku, 2 marks analysis)</p> <p>Response 3 <i>Systems of proportional representation such as the Additional Member System are said to be fairer and provide for better representation of the views of the electorate. Since devolution, Scotland has used AMS to elect the 129 MSPs, a mixture of FPTP to elect constituency MSPs and regional list to elect ‘top up’ MSPs. (1 mark KU) Tactical voting is still possible in the First Past the Post constituency ballot, which affects the accuracy of the result but this is balanced by the second ballot which uses a regional list system, creating a more proportional result. (1 mark KU & 1 mark analysis). Each voter has a total of 8 MSPs to represent their views. This extra choice allows for more participation and a much higher level of representation. Voters can contact the MSP who best represents their political views. (1 mark KU, 1 mark analysis).</i> (Total 5 mark- 3 marks KU 2 marks analysis)</p> |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
|----------|--|----------|---|
| | | | <p>Response 4 <i>First Past the Post is used across the UK to elect 650 MPs to the Westminster Parliament. Each voter selects the candidate they want and whichever one gets the most votes wins the constituency and a seat in parliament. The winner does not need more than 50% of the total vote. In some marginal constituencies the winning candidate may only receive around 30% of the total vote. (Total - 2 marks KU)</i></p> <p>Response 5 <i>The single transferable vote (STV) system improves the representation of the electorate's views as there is a close relationship between the proportion of votes gained by a party and the number of councillors they win. A PR system like this allows those voters who support smaller parties like the Greens, to confidently vote for them knowing that a simple majority is not required, as it is in the traditionally used First Past the Post system. This proportionality is the main strength of STV and allows the views of voters to be extremely well represented. (Total 4 marks - 2 marks KU 2 marks analysis)</i></p> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p> |

| Question | General Marking Instructions for this type of question | Max Mark | 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 components(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</p> | 12 | <p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Credit reference to aspects of the following:</p> <ul style="list-style-type: none"> • Ways in which groups in society seek to influence decision making in government. • Use of campaigns by groups and organisations designed to impact upon decision making in government, eg media campaigns, petitions, lobbying, rallies/demonstrations etc. • Increase of direct action campaigns - Occupy Movement, Anonymous Organisation, the 99%, Student Protests in England and Wales, Anti-Fracking campaigns, Third Runway and HS2 Opposition. • Individual backing of Campaigns by MPs eg Greg Mulholland MP and the Aims of the Campaign for Real Ale (removal of beer duty escalator) Tom Watson MP and anti-hacking campaign. • Evidence of very close links between commercial organisations and government, eg News International and various governments, Levenson Inquiry and links between PM and senior News Int. execs. • Differences between the effect of some groups in influencing decision making than others, eg Insider groups/outsider groups. Sectional interest groups exist to promote interests of their members (Trade Unions/CBI). Single Issue groups to promote a particular issue or viewpoint (Stop the War Campaign, Axe the Bedroom Tax.) • Voting - more influential in some circumstances eg marginal constituencies • Individual contacting representatives eg surgeries • Influence of the Civil Service on Governmental Decision making. • Use of e-petitions to shape Governmental business and discussion. • The ways in which some pressure groups use the media to influence decision making through public opinion and their effectiveness. • Backing of MPs by trade unions and private businesses. Limit and extent |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
|----------|---|----------|---|
| | <p>Award up to 6 marks per point 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 as appropriate.</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> | | <p>of influence of Trade Unions and private businesses.</p> <ul style="list-style-type: none"> • Use of social media and internet including Twitter, Facebook, Youtube by groups and individuals to galvanise public opinion and influence governmental decision making. • Concern of extent and influence of paid lobbyists within House of Lords and the Commons. • Proposals for statutory register of lobbyists to identify who they act on behalf of as well as a limit on expenditure by organisations and lobbyists (but excluding Political Parties) during the general election. Concern by charities and academics that the Lobbying Bill could undermine ‘fabric of democracy’. • Allegations of paid relationships between lobbyists and members of House of Lords. Suspension of members of HofL due to closeness to lobbyists and conflict of interest. • Ability of MPs, HofLs, Parliamentary Committees in influencing in Government decision making <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p> <p>Possible approaches to answering this questions:</p> <p>Response 1 Some commentators and politicians believe that the links between some MPs, Members of the House of Lords and some paid lobbyists are far too close and may harm the democratic process. Some MPs and Lords are paid as consultants for companies and many see this as a conflict of interest between their constituents and the companies that pay them <i>(1 mark KU & 1mark analysis).</i></p> |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
|----------|--|----------|---|
| | | | <p>Response 2 <i>The Labour Party is concerned about the number of hedge funds and City of London firms who donate regularly to the Conservative Party and, in return, the Conservatives complain about the link between individual Labour MPs, the Labour Party and the Trade Union movement (1 mark KU). This has led government to introduce proposals for a statutory register of lobbyists and a limit on the amount that organisations can spend during a General Election. Some charities and academics have said that these proposals could undermine the “fabric of democracy”. This not just shows that some people are concerned about the effects that lobbyists have on decision making but also that new proposals to limit group’s abilities to affect change in government could actually limit decision making and democracy (2marks analysis). (Total 5 marks -2 marks KU; 3 marks analysis)</i></p> <p>Response 3 Some groups outside of Parliament are more effective than others in influencing Governmental decision making. For example, insider groups can be said to be more successful and effective in influencing government policy than outsider groups. An insider group generally have strong links to the government and are usually regularly asked by the government for their opinion and ideas on areas that they are familiar with. (1 mark KU & 1 mark analysis). Insider groups usually represent a specific interest or section of society, eg The British Medical Association (BMA) or Confederation of British Industry. Trade Unions can also be seen as an insider group, for example, the teacher’s Union in Scotland, the EIS, is regularly consulted by the Scottish Government over education issues such as the introduction of the Curriculum for Excellence (2 mark KU). (Total 4 marks - 3KU & 1 mark analysis)</p> |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| | | | <p>Response 4 Government may involve insider groups in decision making as they tend to be very knowledgeable about their specific area of interest and as a consequence, government will use their expertise when drafting policies or laws (1 mark analysis). For example, Government sought the advice of the CBI over the proposed increase in the National Minimum Wage as well as when the government were creating new legislation limiting the number of non EU workers doing various types of work in the UK (2 marks KU). However, outsider groups often struggle to make government listen or influence the decisions they make. It may be because the group's demands are not in line with the government's policies. For example, The Stop the War coalition against war in Iraq and Afghanistan demonstrated in London with over a million demonstrators protesting. Despite it being the largest demonstration ever in the UK, the government still went ahead and sent British soldiers to war. Therefore, this shows that some groups are more successful than others with insider groups often being more influential than outsider groups (1 marks KU & 2 marks analysis). (Total 6 marks - 3 marks KU & 3 marks analysis)</p> |

Section 2 - Social Issues in the United Kingdom

Part A: Social inequality in the United Kingdom

| Question | | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| 3. | (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 components(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 | 20 | <p><i>Candidates can be credited in a number of ways up to a maximum of 20 marks.</i></p> <p>Credit reference to aspects of the following:</p> <ul style="list-style-type: none"> • Recent government policies • Analysis/evaluation of the impact that these policies have had on reducing inequalities • Balanced overall evaluative comment on the effectiveness of government policies in reducing inequalities • Provide a clear, coherent line of argument <p>Wide range of Welfare State provision including State benefits, healthcare, education, housing and personal/children's social services, employment services.</p> <ul style="list-style-type: none"> • Debate over access, quality and extent of State support including introduction of means-testing of Child Benefit, tightening of benefit rules, etc. The removal of some universal benefits. Under-26s unable to claim housing benefit. • Equalities legislation including Equality Act 2012 as well as The Commission for Equality and Human Rights; Gender Equality Duty Code of |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| | <p>Evaluation involves making a 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>Credit responses that make reference to:</p> <ul style="list-style-type: none"> • Government policies • Analysis/evaluation of the impact that these policies have had on reducing inequalities • Balanced overall evaluative comment on the effectiveness of government policies in reducing inequalities • Provide a clear, coherent line of argument <p>General Marking Instructions</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 as appropriate.</p> | | <ul style="list-style-type: none"> • Practice; Women’s Enterprise Task Force. • The introduction of the Universal Credit, cap on benefit limits, ‘bedroom tax’ etc. • Credit candidates who make reference to/comment on Scottish government policies eg end of prescription charges, free personal care for the elderly, etc. • Previous government policies - Tax Credits system, National Minimum Wage, work of equal value, changes in maternity and paternity leave arrangements. • Reference to official reports eg poverty levels among pensioners and children, unemployment statistics, statistics on inequalities by socioeconomic group, gender, race etc. Stats may cover income, wealth, education and health outcomes etc. • Poverty reduction targets (children, fuel poverty) not being met but some progress being made, eg just under 20% of children (2.3m) lived in households classed as below poverty line in 2012 a drop of 2% or 300,000 children from year before. Numbers in severe poverty also fell. Child poverty groups claim figure is higher, nearer 4m or more than 1 in 4 of all children. CPAG claims figure will rise in future as cap on benefits and bedroom tax begin to hit the poorest sections of society. • The poorest 10% of population have, on average, seen a fall in their real incomes after deducting housing costs, changes in benefits, etc. The richest 10% have seen bigger proportional rises in their income than any other group. There is growing evidence of inequality between the very rich and the very poor within UK. The UK’s Gini Co-efficient is rising and higher than any point in last thirty years. OECD claims inequality rising faster in UK than any other rich nation. • Gender pay gap: UK women in full time work earn 10% less per hour (2012). Gender pay gap is bigger for part time work. Four in five paid carers are women. The care sector’s poor pay contributes greatly to the gender pay gap. However, pay gap narrowing in some areas of employment. |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| | <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 8 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> | | <ul style="list-style-type: none"> • Women make up 60% of the university population; success of women in reaching senior posts varies from place to place. ‘Glass ceiling’ only cracked, not broken. • Women make up 29% of MPs (Increased from 22% in 2010); 19% of directors in FTSE 100 firms are women (increased from 12% in 2010) despite accounting for over 46% of the labour force. • Unemployment is higher amongst minority groups; far higher for 18-24 year olds; employment rates for ethnic minority groups lower but gap narrowing. • There is growing evidence of a ‘race pay gap’. Women from Black Caribbean, Pakistani and Bangladeshi groups most likely to face a higher risk of unemployment, lower pay and have fewer prospects for promotion. • Any other valid point. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p> <p>Possible approaches to answering this questions:</p> <p>Response 1 Governments have introduced various laws and policies to help to try and tackle some inequalities in the UK. These laws and policies include the Equality Act 2010, Working Tax Credits or the National Minimum Wage (1 mark KU).</p> |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| | | | <p>Response 2 Some people argue that changes in the benefits system made by the Coalition government led to growing inequalities and increased poverty for some sections of society particularly the low paid and those receiving benefits (1 mark analysis). The Coalition Govt. cut the benefits budget as part of their austerity programme following the world recession. This has led to many of the poorest people in the UK being worse off as some benefits were scrapped and new changes introduced. The creation of Universal Credit, the ‘Bedroom tax’ and limits on the amount of benefits that people receive has created further hardship for some families and may have may even have increased child poverty. (1 mark KU, 1 mark analysis, 1 mark evaluative comment). However, government policies have also indirectly benefited some groups. The National Minimum wage has benefited 2 million workers with 75% of these being women and ethnic minorities. However, many feel that the levels of the minimum wage are too low and are campaigning for a Living Wage increase to this policy. This shows that the policy has benefited people but that it also doesn’t go far enough to fully tackle some inequalities.</p> <p>1 mark KU, 1 mark evaluative comment). (Total 7 marks - 2 marks KU, 2 marks analysis, 2 marks evaluative comment)</p> |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| | | | <p>Response 3 Despite legislation such as the 2010 Equality Act making it illegal for employers to discriminate against someone on the basis of gender, race, religion, sexuality etc., discrimination still takes place. For example, 30,000 women every year are forced to leave their job every year due to pregnancy (1 mark KU, 1 mark analysis). This shows that even with laws in place, discrimination does still happen. Men may earn around 18% more than women but the gap between male and female earnings is getting smaller and this demonstrates that the ‘pay gap’ between men and women is improving but there is a long way to go before women and men achieve pay equality (1 mark KU, 1 mark evaluative comment). (Total 4 marks - 2KU, 1 analysis.1 evaluation)</p> <p>Response 4 Despite the introduction of the Equality Act, discrimination still exists but many women are now obtaining high status jobs in companies and organisations, for example, over 60% of HR directors in the City of London are female but only occupy 30% of managing director positions. (Total 2 marks - 1KU, 1 marks evaluation)</p> |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| (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 components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underling order or structure <p>Evaluation involves making a 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</p> | 20 | <p><i>Candidates can be credited in a number of ways up to a maximum of 20 marks.</i></p> <p>Credit reference to aspects of the following:</p> <ul style="list-style-type: none"> □ Poor lifestyle choices include smoking, excess alcohol consumption, lack of exercise, a diet high in salt and fat, drug misuse, or other risk-taking activities □ Failure to make best use of preventative care services □ Reference to government policies or health initiatives where it is acknowledged that these are a response to poor lifestyle choices, eg minimum alcohol pricing □ Reference to official reports, eg Equally Well 2008 (and Inequalities Task Force Report 2010) □ Statistical examples that highlight poor health in Scotland and/or the UK, eg the big five <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p>Possible approaches to answering the question:</p> <p>Response 1 <i>Some people choose to drink too much alcohol. Scotland has a culture of binge drinking especially at the weekend which costs the country a great deal of money. (1 mark KU)</i></p> <p>Response 2 <i>Poor diet is a problem in Scottish society. Many people choose to eat too much fatty food such as burgers and chips. Health campaigns such as the 5-a-day campaign to encourage people to eat more fruit and vegetables are a response to too many people choosing to eat a poor diet. (2 marks KU)</i></p> |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| | <p>relation to the context. Credit responses that make reference to:</p> <ul style="list-style-type: none"> • theories of the causes of crime • analysis of the importance of human nature as the main cause of crime • balanced overall evaluative comment on the importance of human nature as the main cause of crime • 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>Response 3 <i>Despite years of anti-smoking health campaigns or the ban on smoking in public places, some individuals continue to choose to smoke cigarettes. Around 22% of adults smoked in Scotland in 2012. (1 mark KU, 1 mark analysis)</i> <i>As a consequence of smoking an individual is more likely to suffer from respiratory illness or lung cancer. Around 90% of all lung cancer deaths are linked to people who smoked before they died. Therefore it is clear that lifestyle choices have a massive impact on health. (1 mark KU and 1 mark evaluation) (Total 4 marks, 2 marks KU, 1 mark analysis, 1 mark evaluation)</i></p> |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| | <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 as appropriate.</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>Response 4 <i>There are many lifestyle choices that can be made to improve health. People can choose not to smoke, drink too much alcohol or eat too much fatty food. (1 mark KU) Statistics show that Scotland has many people who make the wrong lifestyle choices, eg around one in five adults smoke. (1 mark KU) Choosing to take regular exercise is another important way that people can stay fit and healthy. Walking or cycling to school or work regularly has been proven to improve people’s health. Many people in Scotland don’t take regular exercise.</i> <i>Studies show that less than half the adult population takes an hour’s exercise at least three times per week. (2 marks KU) In Scotland the government has tried to tackle ill-health by encouraging people to take more exercise however the people that have taken up the opportunities are more often the affluent rather than the poorest. Despite the Equally Well Report of 2008 recognising that there was a need to promote exercise there is still a clear need for Scotland to make better lifestyle choices to improve health. (2 marks analysis) (6 marks, 4 marks KU, 2 marks analysis)</i></p> <p>Response 5 Overall, it is clear that lifestyle choices have a huge impact on an individual’s health. However, what is also clear is that an individual’s economic position will influence these choices. A healthy diet or a gym membership, are both more affordable for the middle classes who are more likely to have a comfortable income. Not all middle class people will make the healthy choice but they are more likely to as they have the finance to make that option possible. A single parent who relies on benefits may know which choice is healthy and may want to make that choice but will be forced to make a different choice due to finance. It is too simplistic to blame individuals for “making bad choices” without taking their financial position into consideration. (Total 3 marks evaluation)</p> |

Part B: Crime and the law in the United Kingdom

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| (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 components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underling order or structure <p>Evaluation involves making a 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</p> | 20 | <p>Credit reference to aspects of the following:</p> <p>The Scottish government has introduced or extended a range of policies to reduce crime or improve crime prevention including:</p> <ul style="list-style-type: none"> • policies to tackle antisocial behaviour • policies on counteracting the threat of terrorism • drugs – recovery and enforcement • new laws give greater protection to victims of forced marriage • tougher sanctions on crime linked to racial, religious or social prejudice • action on human trafficking • tough enforcement and prevention measures • protecting children from exploitation and dealing with extreme materials • policies on tackling prostitution and kerb-crawling offences • reducing re-offending • tackling serious organised crime in Scotland • reforming rape and sexual offences law • tackling misuse of firearms and air weapons in Scotland • youth justice measures – early intervention and tackling youth crime • introducing specialist drug courts • community payback orders • restriction of liberty orders • creation of Police Scotland <p>Measures to implement some of the above were contained in the Criminal Justice and Licensing (Scotland) Act 2010.</p> <p>In England and Wales, the Home Office claims emphasis is moving towards local community-based approaches to reducing crime, including improving crime prevention:</p> <ul style="list-style-type: none"> • creating community triggers to deal with persistent antisocial behaviour • using community safety partnerships, and police and crime commissioners, |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| | <p>factors when taken together; the relative importance of factors in relation to the context.</p> <p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> • theories of the causes of crime • analysis of the importance of human nature as the main cause of crime • balanced overall evaluative comment on the importance of human nature as the main cause of crime • provide a clear, coherent line of argument | | <ul style="list-style-type: none"> • to work out local approaches to deal with issues, including antisocial behaviour, drug or alcohol misuse and re-offending • establishing the national referral mechanism (NRM) to make it easier for all the different agencies that could be involved in a trafficking case to co operate, share information about potential victims and access advice, accommodation and support • setting up the National Crime Agency (NCA) which will be a new body of operational crime fighters • creating street-level crime maps to give the public up-to-date, accurate information on what is happening on their streets so they can challenge the police on performance • creating the child sex offender disclosure scheme, which allows anyone concerned about a child to find out if someone in their life has a record for child sexual offences • legislating against hate crime • using football banning orders to stop potential trouble-makers from travelling to football matches both at home and abroad • legislation to prohibit cash payments to buy scrap metal and reforming the regulation of the scrap metal industry to stop unscrupulous dealers buying stolen metal <p>The Antisocial Behaviour, Crime and Policing Bill was announced in May 2013. It aims to tackle a number of types of crime including antisocial behaviour, illegal use of firearms and organised crime. References can be made to Scottish and/or UK-based crime reduction policies.</p> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| | <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>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 as appropriate.</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>Possible approaches to answering the question:</p> <p>Response 1 <i>To try and reduce crime in Scotland the Scottish government has announced it will increase the mandatory sentence for carrying a knife from four to five years. The Scottish government hopes this will stop young people carrying knives. (1 mark KU)</i></p> <p>Response 2 <i>In Scotland there are many early intervention programmes that have been introduced to try and reduce crime. One early intervention programme is ‘Kick It Kick Off’ (KIKO). (1 mark KU) This programme uses football to try and steer young people, many who have had problems at school or with the police, away from trouble. (1 mark KU) KIKO has reduced crime by providing a safe alternative to gang activity for many young Scots. (1 mark analysis) (Total 3 marks - 2 marks KU, 1 mark analysis)</i></p> <p>Response 3 <i>The Criminal Justice and Licensing (Scotland) Act 2010 strengthened the law in terms of racial or religiously motivated crime. Now, where it has been proved that someone has committed an offence on grounds of race or religion (hate crimes), the courts must take this into account when handing out the sentence. This can lead to a longer custodial sentence or higher fine or a different type of punishment where appropriate. (3 marks KU) Although many people support tougher punishments for hate crimes, arguing this will make some people think twice before committing a crime, there are those who believe longer or tougher sentencing is the wrong approach. These people would argue that there is little evidence tougher sentencing for hate crimes works. (2 marks analysis) (Total 5 marks - 3 marks KU, 2 marks analysis)</i></p> |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| (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 components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/ implications • the relative importance of components • understanding of underling order or structure | 20 | <p><i>Candidates can be credited in a number of ways up to a maximum of 20 marks.</i></p> <p>Credit reference to aspects of the following:</p> <ul style="list-style-type: none"> • Human nature theory • Robert Merton/Strain theory of crime • Cultural deviance theory • Marxist theory • Charles Moore/Underclass theory • Conservative social breakdown theory • Reference to links between factors such as, drug/alcohol abuse, peer influence, family influence etc which don't mention theorists specifically should still be credited. |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| | <p>Evaluation involves making a 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>Credit responses that make reference to:</p> <ul style="list-style-type: none"> • theories of the causes of crime • analysis of the importance of human nature as the main cause of crime • balanced overall evaluative comment on the importance of human nature as the main cause of crime • 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><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p> <p>Possible approaches to answering this questions:</p> <p>Response 1 There are many theories as to why people commit crimes; the individualist human nature theory is just one. For example, some people believe in Hobbes’s belief that human nature explains crime; we are all essentially selfish and will break the law if given the chance. This could explain looting which took place during the 2011 London riots (2 marks KU).</p> <p>Response 2 There are many theories as to why people commit crimes; the individualist human nature theory is just one. For example, some people believe in Hobbes’s belief that human nature explains crime; we are all essentially selfish and will break the law if given the chance. This could explain looting which took place during the 2011 London riots (2 marks KU). This, however, cannot explain why many people chose not to take part in looting. Indeed, many people chose not to pursue their own self-interest instead they chose to help those whose shops were being looted so there are limits to the individualist human nature theory (1 mark evaluative comment, 1 mark analysis). (Total 4 marks -2 marks KU, 1 mark analysis 1 mark evaluation)</p> |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| | <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 as appropriate.</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>Response 3</p> <p>There are many theories of as to why people commit crimes; the individualist human nature theory is just one. For example, some people believe in Hobbes’s belief that human nature explains crime; we are all essentially selfish and will break the law if given the chance. This could explain looting which took place during the 2011 London riots (2 marks KU). Another explanation would be a Marxist explanation which believes that inequalities in society can explain crime. Those who are excluded from power and wealth will not respect the law and will commit crime. Evidence from the London riots showed that it was mostly people who were unemployed or ‘NEETs’ who took part (2 marks KU).</p> <p>Neither of these theories though can explain why some people choose not to commit crimes. Not everyone took part in the London riot looting and not all people from poor backgrounds are criminals. This suggests that other factors must play an important part in determining who will and who won’t commit crime. (1 marks analysis, 1 mark evaluative comment). (Total 6 marks - 4 marks KU, 1 mark analysis, 1 mark evaluation)</p> <p>Response 4</p> <p>Some theories overlap in their explanations of the causes of crime. Charles Moore blames the growing ‘underclass’ who he claims choose to live off benefits and have no stake in society, therefore do not care about obeying the law. This is an individualist view but a Marxist would also agree that capitalism from time to time creates a group of people who are marginalised. Human nature is not the sole cause; it is the economic system which creates criminals. (Total 3 marks - 1mark KU, 1mark analysis, 1 mark evaluation).</p> |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| | | | <p>Response 5 Overall, there are many different theories of crime, each with their strengths and weaknesses. Some theories, such as social breakdown, are good at explaining crimes relating to gangs and drug use. But this theory has little to say about crimes committed by the better off in society. Marxist theories are better at explaining corporate crime but are weaker at explaining why some individuals choose not to commit crime. In conclusion, it would seem to be fair to say that human nature plays some part in explaining crime but does not explain why certain groups in society are more likely than others to be involved in crime. A complex mixture of social and economic factors is responsible for the criminal behaviour, or lack of it, shown by each individual. (4 marks evaluation).</p> |

Attempt Question 4 and EITHER Question 5(a) OR 5(b) OR 5(c) OR 5(d)

Section 3 - International Issues

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| 4. | <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> <p>Award up to 3 marks for</p> <ul style="list-style-type: none"> • 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. • accuracy of the statement. | 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 (“Russia effectively protects the rights of its citizens”)</p> <p>Examples of the types of evidence that support the view include:</p> <ul style="list-style-type: none"> • Source C, there has been an extension of jury trials across the country. • Source C, the death penalty has been suspended • Source A, no executions since 1996 • Source C, fewer complaints, drop from 58,000 to 24,000 in two years. • Source C, right of protest is protected by law • Source A, campaign groups had the freedom to challenge the law in the courts • Source B, better rights than China or Saudi Arabia <p>Response 1 The rights of Russians are well protected as in Source A campaign groups could take the government to court, which is an important right. This is supported by Source C which states that the right to protest is protected and that registering as a foreign agent did not affect this right. (2 marks, evidence linked from two sources)</p> |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| | <p>Award up to 3 marks for</p> <ul style="list-style-type: none"> • 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. • accuracy of the statement. | | |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| | <ul style="list-style-type: none"> 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. <p>Maximum of 6 marks if no overall judgement made on extent of accuracy</p> | | <p>Evidence that opposes the view (“Russia effectively protects the rights of its citizens)</p> <ul style="list-style-type: none"> Source A, groups forced to register as “foreign agents” which is seen as traitor by Russian people Source A, media campaign to discredit groups Source A, wide definition means a large number of campaign groups can be included Source A, leaders prosecuted and groups with no option but to disband Source A, court decision supports government, many complain about courts (56% Source C) Source B, Russia compares badly to other major countries in Political Rights index meaning poor freedom of speech, participation etc.(backed by information from Source A) Source B, Russia rating on the PRI has decreased since 1997, meaning rights are not well protected <p>Response 2 The rights of Russians are not effectively protected by the government as Russia’s rating (Source B) is the second lowest it could be. It has also been in decline from 3 to 6 in recent years. This shows that the right to participate and freedom of speech are not adequately protected. This is supported by Source A which shows that anyone campaigning for improvements has effectively been discredited as a foreign spy by the government. The right to protest may be protected by law (Source C) but this won’t be effective if the public are against “Foreign Agents” (3 marks, relevant evidence from all three sources with evaluative comment)</p> |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| | | | <p>Candidates may also be credited up two marks on any comment/analysis of the origin and reliability of the source.</p> <p>Although Source C is fairly up to date (2014) it is unreliable as it comes from Sputniknews.com which is owned and operated by the Russian government and so will present information in a biased way to make them look better. (2 marks)</p> <ul style="list-style-type: none"> • Source A is unreliable as it is adapted (1 mark). • Source A is unreliable as it is adapted. We have no idea how much of this article has been adapted. We also have no idea who adapted it therefore we cannot be sure that it accurately reflects the views of the Human Rights watch group. (2 marks) • Statistics in Source B are up to date (2015) (0 marks) • Statistics in Source B are up to date (2015) and so give a fairly up to date picture of the position of Russia compared to other countries. (1 mark). • Source C is unreliable as it is adapted. We have no idea how much of this article has been adapted. We also have no idea who adapted it therefore we cannot be sure that it accurately reflects the views of the original author. (2 marks) <p>For full marks, candidates must make an overall judgment as to the extent of the accuracy of the given statement.</p> |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| | | | <ul style="list-style-type: none"> • On the whole, the evidence suggests that Russia does not protect the rights of its citizens. (0 marks) • The statement is largely untrue as the government have made it very difficult for any campaign groups to operate. This means that opposition to their policies is being silenced. Although jury trials are more widespread and there have been no executions since 1996, basic political rights are being denied. The Political Rights Index supports this conclusion as Russia’s rating is declining over time and is only better than China and Saudi Arabia. (2 marks). • Russia is doing well with Human Rights as the EU praised them for not executing anyone recently. (1 mark) • The statement is true to a certain extent, as there have been fewer complaints recently but they rank poorly on the political rights index. (1 mark) • The statement is true to a certain extent. (0 marks) |

PART A - World Powers

| Question | | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| 5. | (a) | <p>Evaluation involves making judgments, 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> <p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> • Role of world power in international relations • Evaluation of the importance of world power in international relations | 12 | <p>World Power Choice: Brazil</p> <p>Possible Approaches to answering the question:</p> <p>Response 1 Within Brazil there is a widening gap between rich and poor with currently 16 million Brazilians experiencing poverty and living on less than \$44 a month (1 mark KU). One key policy to tackle growing poverty is through the welfare strategy of the Bolsa Familia which provides financial support to those families with children living below the poverty line (1 mark KU). The programme has grown rapidly and in the past ten years, the number of families receiving payments has risen from 3.6 million to 13.8 million covering nearly a quarter of Brazil’s population (1 mark KU). However, the payment is conditional and is only guaranteed if the children are kept in school and get vaccinated. Some also argue the payment is too little to live on with payments of 70 reis a person to any family below the poverty line of 140 reis a month, hence not really helping end poverty (2 mark evaluation). Furthermore, some Brazilians have reported that they have tried to claim the benefits paid out by Bolsa Familia and have failed to receive any money from the Government. Critics claim that this policy has had limited success and non-payment is often down to the corruption of local officials. (1 mark KU, 1 mark evaluation). (Total 7 marks; 4 marks KU, 3 marks evaluation)</p> |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| | <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>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> | | <p>Response 2 The number of American citizens without private healthcare insurance or employer-based coverage has increased with currently 47 million people uninsured. The numbers of uninsured Americans increased as access to healthcare became increasingly unaffordable and many employers were reducing the coverage they provided to workers. To assist the 15% of the population who are currently not covered by their employers or by US healthcare programs such as Medicaid, Barack Obama introduced the healthcare reform law which aims to extend health coverage to those who do not have it at a more affordable rate (3 marks KU). Since The Affordable Health Care Act was introduced on October 1st 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 (1 mark KU, 1mark evaluation). (Total 5 marks: 4 marks KU 1 marks evaluation)</p> <p>Response 3 The plan to make all Americans take out health care has proved controversial and sign up rates have differed across the states with many Republicans claiming it could end up being very expensive for individuals and firms. Healthcare reform has generated heated debate in the USA as many Republicans worry it will lead to tax increases that are unnecessary, leading to inevitable failure of the policy. (1 mark KU, 2 marks evaluation). However, the act is showing encouraging signs of success as people who have pre-existing conditions who previously would have experienced difficulty obtaining coverage, are now covered under the new proposals of ‘Obamacare’ (1 mark KU, 1 mark evaluation). (Total 5 marks - 2 mark KU, 3 marks evaluation)</p> |

| Question | | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| | (b) | <p>Evaluation involves making judgments, 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> <p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> • Role of world power in international relations • Evaluation of the importance of world power in international relations | 12 | <p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Depending on the world power chosen, candidates may make reference to any relevant aspects, such as:</p> <ul style="list-style-type: none"> • nature of political system • extent of democracy • constitutional arrangements • opportunities to form, join, campaign for political parties • role of electoral system • extent of human and political rights • role of media • opportunities to take part in pressure group/interest group activities |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| | <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>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> | | <p>In the USA:</p> <p>Response 1 Citizens have a wide range of opportunities to put forward their views. One way of having your views represented is through voting for elected officials. The US Constitution guarantees the right to vote for a large range of political offices including the President of the USA, both houses of Congress and a wide range of state and local officials. Competing parties present candidates for all these positions, voters have a free choice. Although there are many opportunities for US citizens to express their views through voting, turnout in elections, especially at state and county levels, is often low. This may be because many people (especially ethnic minority groups) believe their views will not be represented. (Total 4 marks ; 2 marks KU, 2 marks evaluation)</p> <p>In China:</p> <p>Response 2 In theory, China is a multi-party socialist state. In the highest bodies of the Chinese government, nine political parties are represented, including the Communist party. However, the views of Chinese citizens are not well-represented as the Communist party is by far the largest party and the other eight parties are only allowed to operate by permission of the CPC and will not disagree or act as an opposition to the views of the CPC. It is also the case that Chinese citizens are not allowed to vote directly for the higher bodies in the political system as the higher bodies are chosen by the body below. Chinese citizens only have the right to directly elect representatives at the very lowest “village” level, which has only limited influence over local issues. (Total 6 marks ; 3 marks KU, 3 marks evaluation)</p> |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| | | | <p>In South Africa:</p> <p>Response 3 Since the end of apartheid, all citizens have had the right to vote and there are a wide range of political parties which South Africans can choose from. Over the last 20 years, many new political parties have been formed, showing that there are opportunities for different views to be represented. In 2014, the fifth election was held since the end of apartheid and which allows all South Africans to vote. Elections are held every five years for the National Assembly and the provincial legislatures. The African National Congress is the main party in South Africa and it won over 60% of the vote. All the other parties received fewer votes, with the Democratic Alliance receiving just over 20% of the vote and the newly formed Economic Freedom Fighters receiving just over 6% of the vote. (Total 4 marks; 3 marks KU, 1 mark evaluation)</p> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> |

PART B - World Issues

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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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>Credit responses that make reference to:</p> <ul style="list-style-type: none"> • a significant international issue • an evaluation of the impact of the issue on different groups in different countries <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>12</p> | <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"> • war – Afghanistan, Libya, Syria • nuclear weapons – North Korea • borders – Middle East • economic difficulties – EU countries (Portugal, Ireland, Italy, Greece, Spain) • factors which limit development <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p> <p>Possible approaches to answering this questions:</p> <p>Response 1 <i>The Israeli-Palestine conflict has been going on for a long time. The conflict involves both sides recognising each other as a country and agreeing on which territories eg Jerusalem should belong to Israel or a Palestine state.</i> (1 mark KU)</p> |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| | <p>Candidates may make reference to any world issues the impact which extends beyond the boundaries of any single country. This impact may be regional or global in scale.</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> | | <p>Response 2 <i>The Israeli-Palestine conflict has been going on for a long time. The conflict involves both sides recognising each other as a country and agreeing on which territories eg Jerusalem should belong to Israel or a Palestine state. The conflict has resulted in around 16,000 people being killed, the majority of these are Palestinians (2 marks KU). The Israeli economy fails to attract foreign investment due to this conflict which seriously hinders economic growth and leads to a much lower standard of living for its people. However, this problem is far more severe for the Palestinians who live in the Gaza Strip who are often forced to rely on foreign aid for survival. (1 mark KU, 2 mark evaluation). (5 marks,- 3 KU and 2 evaluation)</i></p> <p>Response 3 <i>The areas known as ‘the West Bank’ and the Gaza strip are the two most disputed areas in the conflict. The Palestinians refer to this as Occupied Palestinian Territory whereas the Israelis say these are ‘disputed territories’ as no one owned them when Israel captured them in 1967 (2 marks KU). The Gaza Strip which is only 25km long has very high levels of poverty and unemployment (1 mark evaluation). Israel blockaded the Gaza Strip in 2007 in order to curb the influence of the political group Hamas. Israel maintains the blockade has at no point caused a humanitarian crisis but aid agencies have criticised the conditions people have had to live in, in particular water supplies and toilet conditions (1 mark KU, 1 mark evaluation). It is clear that innocent people are suffering in these two areas. As well as many violent deaths, health and education services are badly hampered leading to a great deal of avoidable suffering and an inability to create prosperity through investment and growth. (1 mark KU, 1 mark evaluation).</i> (Total 7 marks; 4 marks KU, 3 marks evaluation)</p> |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| (d) | <p>Evaluation involves making judgments based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact/significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> • Ways in which international organisations can address a significant world issue • An evaluation of the effectiveness of international organisations in addressing a significant world issue <p>Up to 8 marks for KU (description, explanation and exemplification) and up to 4 marks for evaluative comments.</p> | 12 | <p>Candidates can be credited in a number of ways up to a maximum of 12 marks.</p> <ul style="list-style-type: none"> • World Issue: international terrorism (UN/NATO) • World Issue: developing world poverty (UN agencies/NGOs) • World Issue: nuclear proliferation (UN) • World Issue: global economic crisis (EU/World Bank/IMF) <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p> <p>Possible approaches to answering this questions: (Terrorism/NATO)</p> <p>Response 1 <i>NATO has been involved in the Afghanistan war since 2001. This was an attempt to rid the country of the al Qaeda and the Taliban after the attacks on 9/11 (1 mark KU).</i></p> <p>Response 2 <i>NATO has been involved in the Afghanistan war since 2001. This was an attempt to rid the country of al Qaeda and the Taliban after the attacks on 9/11 (1 mark KU). This was the first time NATO had been involved in a conflict in Asia and Operation ISAF attempted to make Afghanistan a democracy with its own elected government (1 mark KU). The operation was effective in the early days, successfully driving out al Qaeda but the Taliban has been much more resilient (1 mark evaluative comment).</i> (Total 3 marks; 2 marks KU, 1 mark evaluation)</p> |

| Question | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| | <p>Award up to 6 marks per point.</p> <p>Candidates may make reference to any world issues the impact which extends beyond the boundaries of any single country. This impact may be regional or global in scale.</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> | | <p>Response 3 <i>NATO has been involved in the Afghanistan war since 2001. This was an attempt to rid the country of al Qaeda and the Taliban after the attacks on 9/11. Over 150,000 NATO troops have served in Afghanistan, the bulk of these have been American soldiers. In 2010 the US had a ‘surge’ where it sent an extra 33,000 troops. (2 marks KU) ISAF has been successful in tackling al Qaeda. Afghanistan is no longer a ‘safe haven’ and Osama Bin Laden has been killed (1 mark evaluation). However, the Afghanistan government has been weak and the Taliban have not been defeated. Most NATO troops pulled out in 2014 and many believe that it is only a matter of time until the Taliban re-emerge. NATO’s success may well only be short term. (2 mark evaluation). (Total 5 marks; 2 marks KU, 3 marks evaluation)</i></p> <p>Response 4 <i>Over 3,000 NATO soldiers have been killed and there have been many civilian casualties too. While education and health systems have been created, the cost of the war in terms of casualties and finance has led some people to question how effective the intervention has been. (Total 2 marks; 1 mark KU, 1 mark evaluation).</i></p> |

[END OF MARKING INSTRUCTIONS]