



National  
Qualifications  
2017

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# 2017 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><b>Range of relevant knowledge</b></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 <b>or</b> one relevant aspect covered with detailed and accurate description	One relevant aspect of issue with detailed and accurate description <b>and</b> one relevant aspect with some description	At least two relevant aspects with detailed and accurate descriptions - these should include the key aspects of the issue
<p><b>Quality of explanation/exemplification of knowledge</b></p> <p>Up to a maximum of 8 marks available for knowledge and understanding</p>	Some explanation of one aspect of the issue <b>or</b> relevant exemplification	Some explanation of two relevant aspects of the issue <b>or</b> detailed explanation of one aspect of the question which may include relevant exemplification	Detailed explanation of one relevant aspect of the issue with relevant exemplification <b>and</b> some explanation of one aspect of the question	At least two aspects of the question, fully explained, which relate closely to the key aspects of the question <b>and</b> extended, relevant, accurate and up-to-date exemplification
<p><b>Analysis/evaluation</b></p> <p>Comments that identify relationships/implications/ make judgements</p> <p><b>4 marks*</b></p>	One relevant and accurate analytical or evaluative comment	One relevant and accurate analytical or evaluative comment that is justified <b>or</b> exemplified <b>or</b> two different relevant and accurate analytical/evaluative comments	One developed relevant and accurate analytical or evaluative comment that is justified <b>and</b> exemplified - this should relate closely to a key aspect of the question	One extended, accurate and justified analytical or evaluative comment of an insightful nature which relates closely to the key aspects of the question and is exemplified

\* Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of **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><b>Range of relevant knowledge</b></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 <b>or</b> one relevant aspect covered with detailed and accurate description	One relevant aspect of the issue with detailed and accurate description <b>and</b> one relevant aspect with some description	At least two relevant aspects with detailed and accurate descriptions - these should include the key aspects of the issue	
<p><b>Quality of explanation/ exemplification of the issue</b></p> <p>Up to a maximum of 8 marks available for knowledge and understanding</p>	Some explanation of one aspect of the issue <b>or</b> relevant exemplification	Some explanation of two relevant aspects of the issue <b>or</b> detailed explanation of one aspect of the question which may include relevant exemplification	Detailed explanation of one relevant aspect of the issue with relevant exemplification <b>and</b> some explanation of one aspect of the question	At least two aspects of the question, fully explained, which relate closely to the key aspects of the question <b>and</b> extended, relevant, accurate and up-to-date exemplification	
<p><b>Analysis</b></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 <b>or</b> exemplified <b>or</b> two different relevant and accurate analytical comments	One developed relevant and accurate analytical comment that is justified <b>and</b> exemplified; this should relate closely to a key aspect of the question	One extended, accurate and justified analytical comment of an insightful nature which relates closely to the key aspects of the question and is exemplified	At least two developed relevant and accurate analytical comments that are justified <b>and</b> exemplified. These should relate closely to the question and may be linked for 6 marks

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

\* Where a candidate makes more analytical/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><b>Use of sources of evidence</b></p> <p>Up to <b>6 marks</b> 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><b>Objectivity</b></p> <p>Analysis of the accuracy/selectivity/objectivity of a given view against evidence is presented</p> <p>Up to <b>2 marks</b> available</p>	An objective assessment of a given view is stated, based on evidence presented from the sources	A detailed objective assessment of a given view is stated, based on evidence presented from the sources	<ol style="list-style-type: none"> <li>For full marks candidates <b>must</b> refer to all sources in their answer. A <b>maximum of 6 marks</b> if all sources are not used.</li> <li><b>Objectivity questions.</b> (i) Up to <b>6 marks</b> are available for the accurate evaluation of the given view using evidence. (ii) Candidates may also be credited up to <b>2 marks</b> on any comment/analysis of the origin and reliability of the sources. (iii) Up to <b>2 marks</b> are available for an overall judgement as to the extent of accuracy/objectivity of the view.</li> <li><b>Conclusions questions.</b> For <b>full marks</b> candidates <b>must</b> make evaluative comments/judgement(s)/draw a conclusion about each of the points given in the question. <b>2 further marks</b> are available for an overall summative conclusion.</li> </ol>			
<p><b>Conclusion</b></p> <p>Overall evaluative comment(s) derived from a judgement of the evidence presented</p> <p>Up to <b>2 marks</b> available</p>	Overall conclusion is clear and supported by evidence from the sources	Overall conclusion is insightful and supported by detailed evidence from the sources				

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

Question		General marking instructions	Max mark	Specific marking instructions for this question
1.	(a)	<p>Evaluation involves making judgments based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact/significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical/evaluative comment.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Candidates should be credited up to <b>full marks</b> if they answer within a Scottish context only, a UK context only or refer to both Scotland and the UK.</p>	<b>12</b>	<p>Candidates can be credited in a number of ways up to a maximum of <b>12 marks</b>.</p> <p>Credit reference to aspects of the following:</p> <p><b>Single Transferable Vote</b></p> <ul style="list-style-type: none"> <li>• A roughly proportionate voting system. Can be seen to deliver fair representation as percentage of votes cast for a party usually corresponds closely to the percentage of seats gained for a party.</li> <li>• STV more likely to result in coalition councils with more than one party in charge which means that more voters' views are heard and considered and, in theory, a wider range of policies introduced and implemented.</li> <li>• Voters rank candidates in order of preference and can choose from between and within political parties. The Electoral Reform Society maintain this can lead to better representation as elected representatives are more likely to be more responsive to needs of the voters. Can also make representatives more accountable.</li> <li>• Maintains a link between voter and representative which can be seen to deliver fairer representation.</li> <li>• Allows for by-elections should a representative die or resign whilst in post.</li> </ul> <p><b>Balanced by</b></p> <ul style="list-style-type: none"> <li>• STV often ends in coalitions which voters didn't directly vote for.</li> <li>• STV can often lead to parties with a small number of representatives holding the balance of power or becoming 'King Makers' which exaggerates and increases the power of the smaller parties.</li> <li>• STV is more likely to result in coalitions and these can be an unstable way of doing things as parties can fall out and coalitions disbanded.</li> </ul>



Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p><b>First Past the Post</b></p> <ul style="list-style-type: none"> <li>• FPTP is more likely to end with one party in charge which can be seen as being a more politically and economically stable form of government.</li> <li>• It allows the party that is the most popular with the voters the opportunity to carry out their manifesto commitments and promises without having to rely on the help of a ‘junior partner’ in government that could dilute and change the policies of government eg UK election 2015.</li> <li>• Maintains a direct link between voter and representative which can be seen to deliver fairer representation and increased accountability.</li> <li>• Allows for by elections should a representative die or resign whilst in post.</li> </ul> <p><b>Balanced by</b></p> <ul style="list-style-type: none"> <li>• Lack of proportionality means that it tends to favour the ‘big two’ (Cons/Lab) at the expense of smaller parties (Greens, Lib Dems etc). Now favours SNP in Scotland.</li> <li>• Government is often formed against the wishes of the majority of voters, eg, in 2015 the Conservatives won a Westminster majority with only 37% of the popular vote. Only 24% of voters eligible to vote actually voted for the Conservatives in 2015.</li> <li>• Can create two types of Parliamentary seats - safe and marginal which can often lead to disincentives for voters to vote for their preferred candidate or even tactical voting whereby voters vote to keep a candidate out as opposed to positively voting for a candidate.</li> </ul>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p><b>AMS</b></p> <ul style="list-style-type: none"> <li>• A roughly proportionate voting system. Can be seen to deliver fair representation as percentage of votes cast for a party usually corresponds closely to the percentage of seats gained for a party.</li> <li>• More likely that coalitions will be formed due to AMS which can be seen to be fairer as more opinions and points of view are likely to be heard and policies introduced that are more reflective of the wishes of the voters.</li> <li>• Allows smaller parties and single issue candidates greater opportunity of being elected and their voices heard in parliament (Greens, SSP, SSCUP, Dr Jean Turner etc).</li> <li>• List element of AMS gives greater opportunity for women and ethnic minority candidates to be elected if the parties select them.</li> </ul> <p><b>Balanced by</b></p> <ul style="list-style-type: none"> <li>• AMS often ends in coalitions which voters didn't directly vote for.</li> <li>• AMS can often lead to parties with a small number of representatives holding the balance of power or becoming 'King Makers' which exaggerates and increases the power of the smaller parties. Lib Dems in coalition government twice.</li> <li>• AMS is more likely to result in coalitions and these can be an unstable way of doing things as parties can fall out and coalitions disbanded. Although not happened in Scotland, evidence that it has occurred elsewhere.</li> <li>• With list part of AMS, there is no facility for by elections if candidate dies or resigns. The candidate who is next on the party's list gets to become the representative.</li> <li>• Gives great power to party leaders as they decide on candidates for lists.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this type of question.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p><b>Possible approaches to answering this question:</b></p> <p><b>Response 1:</b>            Since STV was introduced for the first time in 2007, it can be argued that it provides for fair representation as it is likely that STV will lead to coalitions being formed. This can be seen to be fair as it results in more parties having a say in the running of local government in Scotland. For example, in 2007 only 2 of Scotland's 32 Councils were controlled by one party - Glasgow and North Lanarkshire. Indeed, 21 out of 32 councils had more than one party in charge. This shows that STV is better for representation as it is likely to lead to more voters' views being heard and policies introduced that will appeal to a wider range of voters. However, it could be argued that it does not lead to fair representation as councillors in a coalition may have to compromise and dilute their policies meaning that voters are not getting the promises they voted for.  <b>(2 KU, 2 evaluation)</b></p> <p><b>Response 2:</b>            AMS is a proportionally representative voting system. It is used to elect MSPs to the Scottish Parliament with voters having two votes - One for a constituency MSP and the other vote elects representatives to a multi-member constituency. The result is roughly proportionate. This means that there will be fewer wasted votes as every vote in the List section counts and will reduce the need for tactical voting. The 2nd vote balances out the unfairness of the vote for the constituency MSP. For example, in 2011 the Conservatives only won 3 constituency seats but the 2nd vote meant their number of MSPs increased to 15 and made the number of MSPs they had more in line with the percentage of votes they received. <b>(2KU, 2 evaluation)</b></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p><b>Response 3:</b>            First Past the Post is a plurality system used to elect UK MPs. It is a winner takes all system in which the candidate wins a parliamentary seat and gets to represent their constituency if they win more votes than the person in second. The party with the most seats gets to form the Government. Many people, and businesses, believe that FPTP is a fair system of voting as it is likely to lead to only one party being in charge which will mean more economic and political stability as the Government don't have to rely on the support of other parties. It also means that they can focus on carrying out their manifesto policies and run the country. This political and economic stability is good for our economy and jobs as companies are more likely to invest in countries that are stable and not in countries in which ruling parties are always falling out with each other. (2 KU, 2 evaluation)</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
(b)	<p>Evaluation involves making judgments based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact/significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for evaluative comments. Award up to <b>6 marks</b> per point</p> <p>Candidates should be credited up to <b>full marks</b> if they answer within a Scottish context only, a UK context only or refer to both Scotland and the UK.</p>	12	<p>Candidates can be credited in a number of ways up to a <b>maximum of 12 marks</b>.</p> <p>Credit reference to aspects of the following:</p> <p>Scotland</p> <ul style="list-style-type: none"> <li>• FMQs</li> <li>• Work of Committees</li> <li>• Questions to Individual Ministers</li> <li>• Voting</li> <li>• Type of Government can affect effectiveness - Minority, Majority or Coalition</li> <li>• Size of Government Majority</li> <li>• Backbench Rebellion</li> <li>• Debates and Motions</li> <li>• Role and Power of the Whips</li> <li>• Decision Time</li> </ul> <p>UK</p> <ul style="list-style-type: none"> <li>• Prime Minister's Questions</li> <li>• Select Committees</li> <li>• Questions to Individual Ministers</li> <li>• Role of House of Lords as amending chamber</li> <li>• Power of the Whips</li> <li>• Type of Government - Minority, Majority and Coalition</li> <li>• Size of Government Majority</li> <li>• Backbench Rebellion</li> <li>• Early Day Motions/Ten Minute Bills</li> <li>• Voting</li> <li>• Salisbury Convention for policies in Government Manifesto</li> </ul>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</p> <p>Possible approaches to answering this questions:</p> <p><b>Response 1:</b>  There are many ways in which Parliament can hold the Government to account. Parliamentary representatives like MPs can question the Prime Minister at PMQs every Wednesday. (1 KU)</p> <p><b>Response 2:</b>  There are many ways in which parliament can hold the Government to account. Parliamentary representatives like MPs can question the Prime Minister at PMQs every Wednesday. PMQs is a good opportunity to hold the Government to account. PMQs can be effective as it has the potential to embarrass the PM, the Government and their policies. Jeremy Corbyn has asked many questions recently at PMQs particularly over the cuts to Tax Credits. However, many people think that PMQs are a wasted opportunity as many of the questions and PM responses are scripted and much of the time for holding to account is wasted on pre-prepared scripted responses. (2 KU, 2 evaluation)</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p><b>Response 3:</b>  Parliament can be effective in holding the Scottish Government to account with the type of government in power being a big factor in deciding how effective parliament is. It is more difficult for parliament to hold to account if the government has the majority of MSPs. They can usually block any amendments and have more than enough MSPs to vote against any proposals put forward by other parties in the Parliament. If there is a majority government in power, then they can pass any difficult decisions like the budget quite easily. However, at the moment, there is a minority SNP government and they have to rely on the votes of other parties such as the Conservatives which make it easier for parliament to block or hold to account the work of government. The SNP has already compromised with Parliament in order to get things passed such as changes to the Council Tax. This shows that the type of government in power can often be a major factor in the effectiveness of parliament.  <b>(3 KU 2 evaluation)</b></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p><b>Response 4:</b>            One of the main roles of parliament is to hold to account the work of government. Parliament can do this in many ways. They can ask questions of government ministers; they can take part in debates. They can also propose new laws themselves. Another good way is by proposing amendments to legislation put forward by the government. Parliament then votes on these amendments. In the UK, Parliament includes members of the House of Lords. Recently, the House of Lords voted against the Government during the cutting of Tax Credits debate. The House of Lords disagreed with the government and voted against the government's proposals. This embarrassed the government and has forced them to consider changing their plans. This shows that parliament has an important job and can hold to account the work of government. MPs also can be effective in holding to account the work of government such as forcing the government to seek changes to the 'Tampon Tax'. However, the success of MPs in Parliament is often dependent upon the type of government in power. A government with a small majority such as the 2015 Conservatives is more usually likely to be defeated and held to account by parliament more effectively than a government with a huge majority such as Tony Blair's majority of 166 in 1997. This highlights how parliament can be effective but is often sometimes limited by size and type of government. (4 KU, 2 evaluation)</p>



Question	General marking instructions	Max mark	Specific marking instructions for this question
2.	<p>The candidate is required to interpret/evaluate up to three complex sources in order to reach conclusions.</p> <p>In order to achieve credit candidates must show evidence which explains the conclusions reached.</p> <ul style="list-style-type: none"> <li>• Award up to <b>3 marks</b> for appropriate use of evidence depending on the quality of the explanation and the synthesis of the evidence to reach any one conclusion.</li> <li>• For <b>full marks</b> candidates must refer to all sources in their answer.</li> <li>• For <b>full marks</b> candidates must reach conclusions about each of the points given and make an overall conclusion on the issue.</li> </ul>	8	<p>Candidates can be credited in a number of ways up to a <b>maximum of 8 marks</b>.</p> <p>Possible approaches to answering the question:  <b>The influence of poverty and social deprivation on voting behaviour.</b></p> <p><b>Response 1</b>  One conclusion is that a person's level of wealth can influence how they vote.  <b>(0 marks - valid conclusion but no evidence)</b></p> <p><b>Response 2</b>  Source A suggests that the more wealthy a person is the more likely they are to vote No. This is backed up by source B which shows that those in social group ABC1 were more likely to vote No (57%) whereas those in C2DE were more likely to vote Yes (52%). This shows that a person's level of wealth influenced the way they voted with No voters having more wealth.  <b>(2 marks, synthesis across sources A and B with conclusion)</b></p> <p><b>Response 3</b>  Source A states that, the regions with higher levels of poverty were more likely to vote Yes. This is supported by source A and source C in areas such as Glasgow and Dundee with high levels of unemployment they were more likely to vote Yes. Moreover, in regions such as Aberdeen and East Renfrewshire they had low unemployment levels of 1.4% and also had large No majorities of 58% and 63%, which was the highest No majority in the table. This shows that there is a link between levels of poverty and deprivation and how people voted, ie lower poverty levels meant a lower Yes vote.  <b>(3 marks for complex synthesis between all 3 sources and a conclusion. Having used all 3 sources correctly, the candidate can now access all 8 marks)</b></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p><b>The influence of age on voting behaviour.</b></p> <p><b>Response 4</b>  Source B shows that nearly three quarters of voters aged 65 plus voted No. However, there were more Yes voters in the age brackets 16-24, 25-34, 35-44 and 45-54 but the margin was much narrower. This shows that age was a factor particularly within older voters and encouraged them to vote “No”  <b>(2 marks for synthesis of information within source B)</b></p> <p><b>Possible overall conclusion about the most important factors influencing the outcome of the Scottish Independence Referendum</b></p> <p><b>Response 5</b>  “The overall conclusion is that poverty levels were the most significant in influencing the outcome. Those regions that voted Yes - Glasgow, Dundee, North Lanarkshire and West Dunbartonshire had the highest levels of child poverty.  <b>(2 marks for valid conclusion with evidence from sources A + C)</b></p> <p><b>Response 6</b>  Although several factors were important in deciding the outcome, such as age, deprivation etc, these are all less important than gender. Women voted decisively for the “No” side. This 58% No vote swung the result that way. The male “No” vote was only 53%. It is clear that the No majority among women was vital in creating the No decision.  <b>(2 marks - Valid conclusion, evidence and evaluative comment)</b></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p><b>Response 7</b>  Social class was important in deciding the result.  <b>(0 marks -valid conclusion, no evidence)</b></p> <p><b>Please note that a valid conclusion which is not supported with relevant source evidence should be given no credit.</b></p> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p>

## Section 2 - Social Issues in the United Kingdom

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
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"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul>	20	<p><i>Candidates can be credited in a number of ways up to a maximum of 20 marks.</i></p> <p><b>Credit reference to aspects of the following:</b></p> <ul style="list-style-type: none"> <li>• Health reports including Equally Well (2008 &amp; 2010), Audit Scotland (2012).</li> <li>• Evidence of health inequalities and their link to poverty rates.</li> <li>• Impact of poverty on health: welfare dependency, poor housing, effect on mental health.</li> <li>• Harry Burn’s research on ‘biology of poverty’ and impact of chaotic childhood. ‘Sense of coherence’ triangle and impact of poverty on ability to develop resilience, longer recovery from illnesses in deprived areas of Glasgow.</li> <li>• The ‘Glasgow effect’ - Glasgow has the lowest life expectancy in Europe, research by the Glasgow Centre for Population and Health shows that health outcomes in Glasgow are worse than those in cities facing similar poverty levels such as Liverpool and Manchester.</li> <li>• Other factors: lifestyle choice (smoking, alcohol, diet, exercise), hereditary factors, gender, race, access to medical care.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p>

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	<p>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:</p> <ul style="list-style-type: none"> <li>• make reference to health inequalities across the UK and how poverty can cause poor health</li> <li>• provide balanced evaluative comments referring to different causes of poor health and their relative importance</li> <li>• provide a clear, coherent line of argument.</li> </ul>		<p><b>Possible approaches to answering this question:</b></p> <p><b>Response 1:</b></p> <ul style="list-style-type: none"> <li>• Within the UK there remains a health inequality between the least deprived and the most deprived communities. Life expectancy in the least deprived communities remains much higher than in the most deprived communities with women in the least deprived living until 84 compared to 76 for those in the most deprived and men living to 81 in the least deprived and 70 in the most deprived. This shows that there is a continuing trend where people in the poorest communities face health inequalities and poverty can be argued to be linked to poor health. <b>(1 KU, 1 A)</b></li> </ul> <p><b>Response 2:</b></p> <ul style="list-style-type: none"> <li>• Children growing up in a deprived community can experience health inequalities due to environmental factors that affect their health. The Poverty and Social Exclusion survey of 2013 found that 18 million people in the UK cannot afford adequate housing conditions and that 2.5 million children live in homes that are damp. This can lead to health issues such as asthma and eczema which can impact on a child’s immune system. Furthermore, Dr Harry Burns concluded in the Equally Well report that difficult social circumstances in the early years can have an effect on the body’s host defences. He argued that the chronic stress experienced by those living in poverty can make health inequalities worse and increase the risk of an individual dying from the big killer diseases. Therefore, poverty contributes significantly to an individual’s health and therefore is the main cause of health inequalities. <b>(3 KU, 1 A, 1 E)</b></li> </ul>

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	<p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical/evaluative comments. Award up to <b>6 marks</b> 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 analytical/evaluative points than are required to gain the maximum allocation of <b>4 marks</b>, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p><b>Response 3:</b> Lifestyle factors such as poor diet, and a lack of exercise can also impact on a person's health. A lack of exercise and a poor diet can lead to an individual being obese and develop high blood pressure, coronary heart disease and type 2 diabetes. Across Scotland only 55% of 13-15 year olds complete 60 minutes of physical activity a day which shows that lifestyle choices are also impacting on health and that poverty is not the only cause of poor health. (1 K, 1 A, 1 E)</p>

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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"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul>	20	<p><i>Candidates can be credited in a number of ways up to a maximum of 20 marks.</i></p> <p><b>Credit reference to aspects of the following:</b></p> <ul style="list-style-type: none"> <li>• The benefits system - Universal Credit, Tax Credits, Jobseekers Allowance, Child Benefit, State Pensions.</li> <li>• National Minimum Wage and the Living Wage campaign.</li> <li>• The impact of austerity measures and government cuts to welfare.</li> <li>• The Equality Act 2010 and reference to Equality and Human Rights Commission reports.</li> <li>• The NHS and policies to reduce health inequality; the smoking ban 2006; free prescription charges, recommendations of Equally Well Report.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p>

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	<p>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:</p> <ul style="list-style-type: none"> <li>• make reference to government policies that have targeted social and economic inequalities</li> <li>• provide a balanced overall evaluative comment on the effectiveness of government policies in reducing social and economic inequalities</li> </ul>		<p><b>Possible approaches to answering this question:</b></p> <p><b>Response 1:</b></p> <ul style="list-style-type: none"> <li>• One policy introduced to tackle inequalities in wealth is the National Minimum Wage which was introduced in 1999 as a way of tackling poverty amongst low paid workers. At the time it was effective in reducing economic inequalities as it raised the pay of 1.3 million workers. Furthermore, according to the Low Pay Commission, 2 million workers have benefited from recent increases in the NMW, significantly <math>\frac{3}{4}</math> of these are women. This shows that people are earning more and that government attempts to tackle wealth inequality through the NMW have been partly effective in reducing low income. However, it is now argued that the NMW is not sufficient to meet minimum living standards, according to research by the Joseph Rowntree Foundation, in 2015 single people need to earn at least £17,000 to achieve a minimum income standard, while couples with two children need to earn at least £20,000 each. A full time minimum wage job at £6.70 an hour will lead to an annual wage of around £12,000 which is significantly below the requirements of a minimum income standard, showing that government policies have not managed to effectively reduce economic inequalities experienced by those working at a minimum wage. <b>(2 KU, 2 A, 2 E)</b></li> </ul> <p><b>Response 2:</b></p> <ul style="list-style-type: none"> <li>• The UK Government has recently reformed the benefit system and introduced the Universal Credit which brings together into one payment previous benefits and tax credits such as Job-Seekers Allowance, Employment and Support Allowance and Working Tax Credits. This was introduced to reduce the number of people trapped in benefits by increasing the amount people in low paid work can claim. The government think that 3.1 million households will be entitled to claim more, in particular working couples with children will benefit. <b>(2 KU, 1 A)</b></li> </ul>



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	<p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical/evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Candidates should be credited up to <b>full marks</b> 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 <b>maximum allocation of 4 marks</b>, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p><b>Response 3:</b>  The UK Government has tried to reduce social inequalities by introducing the Equality Act of 2010. This gives greater powers to people facing discrimination for a ‘protected characteristic’ and so helps to reduce inequalities in employment and social life. For example, there remains a gender pay gap in the UK, and the Equality Act gives greater powers to women to sue their employer for discrimination in pay.  <b>(2 KU)</b></p>

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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"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul>	20	<p><i>Candidates can be credited in a number of ways up to a maximum of 20 marks.</i></p> <p><b>Credit reference to aspects of the following:</b></p> <ul style="list-style-type: none"> <li>• Theories of crime such as individualistic - free will, psychological causes; sociological-functionalism, control theory, labelling; and biological causes of crime.</li> <li>• Family background.</li> <li>• Lack of education.</li> <li>• Poverty and social exclusion.</li> <li>• Peer pressure.</li> <li>• Drugs and alcohol.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p> <p><b>Possible approaches to answering this question:</b></p> <p><b>Response 1:</b></p> <ul style="list-style-type: none"> <li>• Some people may be more likely to commit crime because of a lack of success in education. This could lead to higher unemployment and therefore people may resort to crime such as theft instead. (1 KU)</li> </ul>

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	<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:</p> <ul style="list-style-type: none"> <li>• make reference to individual choice as a cause of crime</li> <li>• provide balanced evaluative comments referring to different factors and their relative importance</li> <li>• Provide a clear, coherent line of argument.</li> </ul> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical/evaluative comments.</p>		<p><b>Response 2:</b></p> <ul style="list-style-type: none"> <li>• Family relationships can lead people to commit more crime. Children brought up in a deprived childhood and also where they have experienced poor parenting can be more likely to be involved in crime as they become older. John Bowlby’s attachment theory argues that children who do not have a strong emotional attachment to a parent can become more anxious and suffer from low self-esteem and negative self-image. This means that if parents themselves are involved in criminal behaviour than their children will learn this behaviour through socialisation and go on to commit crime themselves. Therefore, poor parenting can be a very influential cause of crime as it can inform adult behaviour on a long-term basis and impact on how a person responds to later adverse conditions. (2 KU, 1 A, 1 E)</li> </ul> <p><b>Response 3:</b></p> <ul style="list-style-type: none"> <li>• One factor that can cause crime is poverty. In areas of high unemployment and social exclusion you are more likely to have higher crime rates. There is a clear link between poverty and certain types of crime. For example, Glasgow has the highest level of poverty with 6 of the 10 poorest constituencies in the UK being in the city. It has also some of the highest levels of crime such as theft, housebreaking and assault. This shows that there is a clear link between poverty deprivation and crime. Theorists like Robert Merton argued that as a result of delinquent sub-cultures that can develop in areas like these, people commit crime in order to obtain things they can’t afford and to reach society’s goals. However, Merton’s ideas have been criticised as they do not always explain why some people who live in extreme poverty never consider committing a crime. Clearly there is an element of individual choice as to why some people commit crime. (3 KU, 2 A, 1 E)</li> </ul>

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	<p>Award up to <b>6 marks</b> 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 <b>4 marks</b>, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		

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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"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul>	20	<p><i>Candidates can be credited in a number of ways up to a maximum of 20 marks.</i></p> <p><b>Credit reference to aspects of the following:</b></p> <ul style="list-style-type: none"> <li>• Aims of the prison service - to protect the public by maintaining secure custody, humane care for offenders, reduce reoffending, value for money.</li> <li>• Prison as a deterrence and punishment.</li> <li>• Reoffending rates for different lengths of sentence and recommendations of Audit Scotland 2012 report.</li> <li>• Ability of a prison sentence to address crimes linked to drug and alcohol addictions.</li> <li>• Criminal Justice and Licensing Act 2010 to reduce prison sentences less than 3 months.</li> <li>• Alternatives to prison - Community Payback orders, Restorative Justice.</li> <li>• 2012 Commission on Women Offenders report and criticism of Cornton Vale.</li> </ul> <p>References can be made to Scottish and/or UK prisons</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><b>Possible approaches to answering this question:</b></p> <p><b>Response 1:</b></p> <ul style="list-style-type: none"> <li>• One aim of prison is to act as a deterrent to crime as it takes away the human right of freedom. As such many people will not commit a crime for fear of receiving a prison sentence. (1 KU)</li> </ul>

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	<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:</p> <ul style="list-style-type: none"> <li>• make reference to the prison system in Scotland and/or the UK</li> <li>• provide balance evaluative comments referring to the effectiveness of prisons in tackling crime</li> <li>• provide a clear, coherent line of argument</li> </ul> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical/evaluative comments.</p>		<p><b>Response 2:</b></p> <ul style="list-style-type: none"> <li>• One aim of a prison sentence is to protect the public by keeping dangerous offenders in custody. This can tackle crime as it means that violent offenders such as Dale Cregan who killed 4 people, including 2 police officers in 2012. Dale Cregan is currently serving a whole life sentence as the murder of PC Bone and PC Hughes was considered by the courts to be cold blooded and premeditated. This shows that prisons can effectively meet their aim of protecting the public by keeping the most violent offenders in prison for their whole life and therefore prevent them from committing further crime. (2 KU, 1 E)</li> </ul> <p><b>Response 3:</b></p> <ul style="list-style-type: none"> <li>• Prisons aim to reduce reoffending rates by providing rehabilitation programmes and education for those serving a prison sentence. However, reoffending rates across the UK remain very high with 46% of adults in England and Wales reconvicted within a year of release, this is particularly high for those serving sentences of less than one year. Where prisons have focused on education to help rehabilitate offenders they have been more effective at reducing reoffending. Prisoners with access to education had a reoffending rate of 19% compared to 26% for similar inmates without education. Providing educational opportunities for those in prison can help them gain employment when they are released and stop them falling back into a life of crime when released. This shows that prisons remain ineffective in reoffending rates and therefore tackling crime, particularly amongst offenders committing crimes that lead to a prison sentence less than a year. (2 KU, 2 A, 2 E)</li> </ul>

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		<p>Award up to <b>6 marks</b> per point. Candidates should be credited up to <b>full marks</b> 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 <b>4 marks</b>, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>	

### Section 3 - International Issues

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	(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"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul>	12	<p><b>Credit responses that make reference to:</b></p> <ul style="list-style-type: none"> <li>• Areas where people are affected by a socio economic issue.</li> <li>• An analysis of ways in which people are affected by a socio economic issue.</li> </ul> <p><b>Possible approaches to answering the question:</b></p> <p><b>World Power: USA</b></p> <p><b>Credit reference to aspects of the following:</b></p> <ul style="list-style-type: none"> <li>• Reference may be made to income/wealth/poverty levels, employment/unemployment rates, housing, education, health and healthcare and crime.</li> <li>• African Americans/Hispanics still groups least likely to have health insurance despite Obamacare 50% of African Americans and 42% of Hispanics compared to 74% of Whites. Although an additional 9.5 million aged 16-64 had obtained health insurance since Obamacare was launched.</li> <li>• Health related illnesses evident within and between groups/individuals. 50% of African Americans are obese and report lower life expectancy.</li> <li>• African Americans/Hispanics still report lower household incomes compared to Whites and Asian Americans.</li> <li>• African Americans remain almost 3 times as likely to be living in poverty compared to Whites.</li> <li>• A ‘funding gap’ is evident in schools in deprived areas mostly attended by ethnic minorities leading to inequalities in educational attainment.</li> <li>• Higher drop-out rates for African Americans and Hispanics compared to Asian Americans who make up 10% of undergraduates yet only 5% of population.</li> <li>• Home ownership rates vary across groups; in 2014 72% of whites owned their own home, in comparison to around 45% of Hispanics and 43% of African Americans.</li> <li>• However, since economic recession in 2008, all ethnic groups have faced difficulties with home ownership with an estimated 11 million homes being repossessed.</li> </ul>



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	<p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical comments</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of <b>4 marks</b>, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<ul style="list-style-type: none"> <li>• Growing middle class amongst African Americans who report higher salaries and have been able to ‘lift’ themselves out of poverty and move to better neighbourhoods which have better access to education and employment opportunities such as Atlanta and Los Angeles.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p> <p><b>World Power: South Africa</b></p> <ul style="list-style-type: none"> <li>• Reference may be made to income/wealth/poverty levels, employment/unemployment rates, housing, education, health and healthcare and crime.</li> <li>• Almost half of South Africans are living below the poverty line, surviving on just over R500 a month.</li> <li>• Widening gap between rich and poor with lowest 5% of population getting little of the top 10% share of income - Estimated 450,000 whites, of a total white population of 4.5 million, live below the poverty line.</li> <li>• 12.8 million (86,4%) households had access to piped water in 2013 compared to 9.4 million (79,9%) in 2005 however there is variation between households regarding the standard of service and quality of water.</li> <li>• In 2011, two-thirds of those who had no education were living in poverty.</li> <li>• The unemployment rate of 15-24 year olds with primary education or less is 50%; for those with tertiary level education, the unemployment rate is 37%.</li> <li>• 1.3 million blacks (14% of the black workforce) earn as much as or more than the average white. In 2000, the average black South African earned 15% of the average white South African’s income, whereas in 2011, an average black person earned 40% of an average white person’s income.</li> <li>• The official unemployment rate for black South Africans in 2012 was 29.1% compared to 23.9% for coloureds, 9.3% for Indian/Asians and 6.1% for whites.</li> <li>• Only 41% of adults are employed.</li> <li>• Creation of black middle class (the ‘Cappuccino Society’) and black elite (‘Black Diamonds’).</li> <li>• 5.8 million blacks own their own property.</li> </ul>

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			<ul style="list-style-type: none"> <li>• The average white person’s income is currently rising by 5.3% a year, whereas the average black person’s income is rising by 14.9%.</li> <li>• Increase of poverty amongst whites.</li> <li>• Based on the national definition of poverty - \$4 a day- more than half of South Africans (54%) are poor and poverty and inequality still reflect race.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p> <p><b>Possible approaches to answering the question - World Power: USA</b></p> <p><b>Response 1</b>  Many individuals experience economic inequalities through income. Certain groups in the USA have a higher household income than others. In 2012, African American and Hispanics had lower household incomes than white and Asian Americans. On average, Asian Americans earned more than twice as much as African Americans. <b>(2 KU)</b></p> <p><b>Response 2</b>  Many individuals experience economic inequalities through income. Certain groups in the USA have a higher household income than others. In 2012, African American and Hispanics had lower household incomes than White and Asian Americans. On average, Asian Americans earned more than twice as much as African Americans. Those who have a lower income are more likely to be in poverty. African Americans are almost three times as likely to be living in poverty compared to whites although there has been progress made with a growing black middle class who have lifted themselves out of poverty and moved to better areas such as Atlanta and Los Angeles which now have thriving middle class communities. <b>(3 KU, 2 analysis)</b></p>

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			<p><b>Response 3</b>  Many Americans experience inequalities in education as a result of schools in more affluent areas gaining more funding than schools in poorer areas. This often impacts on African Americans and Hispanics more than whites and Asian Americans as these two ethnic groups tend to live in areas where schools are of a lower standard. The ‘funding gap’ is illustrated by school graduation rates. In 2013 83% of Whites graduated in comparison to 71% of Hispanics and 66% of African Americans. However, not all ethnic groups experience inequalities in education, Asian Americans report low high school drop-out rates and make up 10% of undergraduates despite only making up 5% of the total US population. For many individuals the inequalities they face in educational attainment can lead to further inequalities in employment and health in later life. <b>(2 KU, 4 analysis)</b></p> <p><b>Response 4</b>  As the USA does not have a national health service, Americans rely on private health insurance to provide medical cover. Many Americans do not have health insurance due to the barrier of cost. Ethnic minorities are more likely to be uninsured therefore receive poor quality care, suffer more health problems and die prematurely. This is reflected in the fact 50% of African Americans, 42% of Hispanics have private health insurance compared to 74% of whites.  However, since the introduction of Obama’s Affordable Care Act in 2010 an additional 9.5 million people aged 19-64 have obtained health insurance. Although some have argued that the act has focused more on making sure people are covered than it does on addressing the cost of care in the first place. Despite the rise in the number of Americans with health insurance in recent years, 50% of African Americans are obese and the life expectancy of ethnic minorities remains low compared to other groups. <b>(4 KU, 4 analysis - this candidate has covered two distinct points in relation to the issue.)</b></p>

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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"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul>	12	<p><b>Credit responses that make reference to:</b></p> <ul style="list-style-type: none"> <li>• Description of political opportunities for people to participate.</li> <li>• An analysis of how different political opportunities can influence decision making.</li> </ul> <p><b>Possible approaches to answering the question:</b></p> <p><b>World Power: China</b></p> <p><b>Credit reference to aspects of the following:</b></p> <ul style="list-style-type: none"> <li>• Voting in elections at various levels.</li> <li>• Membership of political parties.</li> <li>• Standing as a candidate in elections.</li> <li>• Party activism.</li> <li>• Interest group membership.</li> <li>• Activity protest/direct action.</li> <li>• Citizens can apply to become members of the Communist Party but only a small percentage is actually invited to join. In 2011 over 22 million applied but only 3 million were accepted. Membership brings high status and privilege.</li> <li>• Citizens can only vote at local level. Only candidates and parties sanctioned by the Communist Party are allowed to seek election. Eight other parties are legal but do not act as “opposition” eg China Democratic League, Chinese Peasants’ and Workers’ Democratic Party. The Democratic League has over 200,000 members.</li> <li>• Some pressure group activity is allowed but it cannot question the authority or legitimacy of the Communist Party. Many dissidents have been in prison since Tiananmen Square and others have been exiled eg Wei Jingshen.</li> <li>• Some protests are now tolerated provided they are not pro-democracy eg Environmental groups have grown in number eg many campaigned against the building of the Three Gorges Dam. These groups have experienced limited success and have become popular.</li> <li>• All China’s Women’s Federation provides women with the opportunity to campaign on issues such as women’s rights.</li> </ul>

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	<p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical comments</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of <b>4 marks</b>, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<ul style="list-style-type: none"> <li>• All-China Federation of Trade Unions although trade unions are not independent organisations, they have increasingly allowed members the opportunity to campaign on issues relating to workers' rights.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p> <p><b>World Power: USA</b></p> <p><b>Credit reference to aspects of the following:</b></p> <ul style="list-style-type: none"> <li>• Membership of an interest group eg the NRA to campaign against proposed firearm legislation. The NRA has proved successful at State level in loosening gun laws gaining 230 full legislative victories over the last 10 years. Most recently, as a result of the Sandy Hook School massacre, there was a relaxing of gun restrictions to allow armed volunteers to guard schools.</li> <li>• Use of media; social networking to publicise and fundraise campaigns.</li> <li>• Petitions to lobby representatives at local, state and federal level. In 2011 the White House created a petitioning website called "We the People". Petitions that gather 25,000 or more signatures within 30 days receive an administration response.</li> <li>• Membership of a political party eg Democrats or Republicans.</li> <li>• Voting and standing as a candidate at local, state or federal level. A single voter may be able to vote for up to 30 officials and representatives at one election.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible approaches to answering the question - World Power: China</b></p> <p><b>Response 1:</b>  There are some opportunities for people to participate politically in China such as voting in village elections. Elections are held every three years and any villager who is aged 18 or above can vote. At these elections people also have the opportunity to put themselves forward as a candidate for election. <b>(2 KU)</b></p> <p><b>Response 2:</b>  There are some opportunities for people to participate politically in China such as voting in village elections. Elections are held every three years and any villager who is aged 18 or above can vote. At these elections people also have the opportunity to put themselves forward as a candidate for election however candidates are often selected in a process that some say is not always open and transparent. Village committees are limited to decisions on land reform. Decisions regarding more serious issues are made at national or provincial level. <b>(2 KU, 2 analysis)</b></p> <p><b>Response 3:</b>  Many citizens have exercised their political right to protest against Communist Party rule in China. Chinese people can take part in protests and demonstrations however only if they are approved by the CPC therefore limiting their influence on decision making. Some protests are now tolerated such as single issue protests eg demand to be connected to the country's high speed rail network however protests for democracy are forbidden and are often met with military force. In March 2011 a number of Chinese people gathered in pro-democracy protests across 13 cities and in 2014 large scale protests took place in Hong Kong, as tens of thousands of people set up camps in a protest that lasted two months. Dissidents were arrested, reports of mistreatment are not uncommon however little progress has been made showing decision making is limited. <b>(3 KU, 3 analysis)</b></p>

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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"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/ implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical comments</p>	12	<p><b>Credit responses that make reference to:</b></p> <ul style="list-style-type: none"> <li>• Background of world issue.</li> <li>• Analysis of the difficulties faced in resolving the issue.</li> </ul> <p><b>Depending on the world issue chosen, candidates may make reference to any relevant factors, such as:</b></p> <ul style="list-style-type: none"> <li>• Individual countries.</li> <li>• International organisations.</li> </ul> <p><b>Possible approaches to answering the question:</b></p> <p><b>World Issue: Terrorism</b></p> <ul style="list-style-type: none"> <li>• Lack of intelligence on planned/suspected attacks.</li> <li>• Rise of ISIS; Increase of random, smaller attacks. Recruitment of Jihads.</li> <li>• Range of tactics used by individuals and terrorist organisations to carry out attacks.</li> <li>• Increase of home-grown terrorist groups linked to al-Qaeda eg in Somalia and Nigeria who take advantage of lack of infrastructure and policing to recruit and train people.</li> <li>• Increase in radicalisation.</li> <li>• ‘Home grown’ terrorists.</li> </ul> <p><b>World Issue: Conflict eg Middle East, Ukraine, Syria, Iraq, Afghanistan</b></p> <ul style="list-style-type: none"> <li>• Poor governance to deliver key services.</li> <li>• Kleptocracy - funds diverted to equip the military.</li> <li>• Cost of armed conflict.</li> <li>• Displacement of people from their homes destroying prospects of becoming self-sufficient.</li> <li>• International Organisations often restricted in accessing certain countries.</li> <li>• Lack of funding for international organisations to provide aid/supplies.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p>Award up to <b>6 marks</b> per point.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of <b>4 marks</b>, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p><b>World Issue: Poverty in the developing world</b></p> <ul style="list-style-type: none"> <li>• Lack of education.</li> <li>• Lack of infrastructure - impact on trade.</li> <li>• Lack of universal health care to educate in prevention and treatment eg HIV/AIDs, outbreak of illnesses eg Ebola.</li> <li>• Lack of adequate sanitation facilities.</li> <li>• High levels of debt.</li> <li>• Poor governance and corruption.</li> <li>• Lack of funding for international organisations to provide aid/supplies.</li> </ul> <p><b>Possible approaches to answering the question - World Issue: Terrorism</b></p> <p><b>Response 1:</b> The growth of random attacks carried out by terrorists has created challenges in ensuring there are enough resources to respond to the threat of attacks. In light of the Charlie Hebdo attacks in Paris and the beach attacks in Tunisia, increased security patrols have been put in place as a precautionary measure against the threat of another attack. Such measures are designed to protect and reassure the public. <b>(2 KU)</b></p> <p><b>Response 2:</b> The growth of random attacks carried out by terrorists has created challenges in ensuring there are enough resources to respond to the threat of attacks. In light of the Charlie Hedbo attacks in Paris and the beach attacks in Tunisia, increased security patrols have been put in place as a precautionary measure against the threat of another attack. Such measures are designed to protect and reassure the public. However, increasing the number of security officers would require additional funding in order to be able to respond effectively. The current counter terrorism budget for protecting the UK public is only £130 million a year which would make it difficult for security forces to be expected to stop every plot. <b>(2 KU, 2 analysis)</b></p>



Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Response 3:</b>  The UK terror alert remains at severe, meaning a terrorist attack is highly likely. At least 700 people from the UK are believed to have travelled to support or fight for Jihadist organisations in Syria and Iraq. Many of those who have travelled are women and children who have been recruited online and hid their plans from their families. The increased number of Britons being radicalised through the internet is unclear but the use of social networking and propaganda videos has a role to play in persuading young people to follow, which has made it very difficult for authorities to detect. Since nearly half of those who have travelled to Syria for Jihadist causes were previously unknown to authorities it has added pressure for intelligence services to intercept communications to be vigilant. <b>(2 KU, 2 analysis)</b></p> <p><b>Response 4:</b>  The UK terror alert remains at severe, meaning a terrorist attack is highly likely. At least 700 people from the UK are believed to have travelled to support or fight for Jihadist organisations in Syria and Iraq. Many of those who have travelled are women and children who have been recruited online and hid their plans from their families. The increased number of Britons being radicalised through the internet is unclear but the use of social networking and propaganda videos has a role to play in persuading young people to follow. Since nearly half of those who have travelled to Syria for Jihadist causes were previously unknown to authorities it has added pressure for intelligence services to intercept communications to be vigilant. Head of MI5 recently stated the shape of the terror threat has changed due to the way terrorists use secure and encrypted apps to broadcast their message and incite terrorism. Many claim the existing legislation for surveillance online does not go far enough however, increasing the volume of monitoring raises ethical concerns over invasion of privacy. <b>(3 KU, 3 analysis)</b></p>

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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"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical comments Award up to <b>6 marks</b> per point</p>	12	<p><b>Credit responses that make reference to:</b></p> <ul style="list-style-type: none"> <li>• Background of world issue.</li> <li>• The effects of the world issue.</li> </ul> <p><b>Possible approaches to answering the question:</b></p> <p><b>World Issue: Terrorism</b></p> <ul style="list-style-type: none"> <li>• Pressure on some governments to “do more” to protect people. Pressure from sympathetic political factions in own country eg Nigeria.</li> <li>• Businesses trading on global market can experience short term effects following an attack - economic difficulties for countries.</li> <li>• Armed forces of countries deployed to stabilise and support countries affected by terrorism. Defence forces on active duty fighting terrorist forces eg Taliban, ISIS, Al- Qaeda - Financial/human/infrastructure costs.</li> <li>• Governments of individual countries in planning and managing security for large scale and major events. Increased expense for security in public places eg UK state opening of parliament, U.S Presidential inauguration.</li> <li>• Tourism for businesses/countries in light of political unrest eg Egypt, Tunisia.</li> <li>• Unemployment, poverty, dependency on aid.</li> </ul> <p><b>World Issue: Conflict</b></p> <ul style="list-style-type: none"> <li>• Children suffer from armed conflict. Children often become orphans or are recruited as child soldiers - damages economy, long term social/economic problems for the country in the future.</li> <li>• Large numbers of citizens are often displaced from their homes and forced to live in refugee camps. Normal activity impossible, causes increased costs to the government to manage disease/welfare etc.</li> <li>• Vast numbers of refugees are left without food, water, shelter and medical support. Causes increased pressure on infrastructure and massive re-build costs eg Aleppo.</li> <li>• Land owners often face their crops being destroyed which affects food production which would impact on health of population/cause famine</li> </ul>

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	<p>Award up to <b>6 marks</b> per point.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of <b>4 marks</b>, these can be credited as knowledge and understanding marks provided they meet the criteria for this</p>		<p><b>World Issue: poverty in the developing world</b></p> <ul style="list-style-type: none"> <li>• Children are group most likely to be malnourished; poor nutrition plays a role in around half of all child deaths in Africa, little prospect of economic development plus costs, health, etc impacting on future development of country.</li> <li>• Lack of educated workforce; high rates of adult illiteracy leading to low paid jobs/unemployment, again economic underdevelopment, low government revenue impacts on future development of country.</li> <li>• Farmers invested in cash crops that depend heavily on exporting crops, proportion of land being leased to foreign companies to grow their own cash crops creating dependency for many families. Over-reliance of country on foreign companies/governments/aid.</li> <li>• Malnourished families - can contribute to low life expectancy, infant deaths, long term effects on ability to work and loss of earnings. High costs/low productivity can impact on country.</li> <li>• Girls who cannot afford to attend school - An estimated 31 million girls of primary school age and 32 million girls of lower secondary school age were out of school in 2013. Education can help break the cycle of poverty but it is a long term investment that the countries/governments cannot afford.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible approaches to answering the question - World Issue: Conflict</b></p> <p><b>Response 1:</b> Children suffer seriously from armed conflict. In Syria an increasing number of children are recruited by armed groups to fight for the conflict. Children are often used as informers, porters, guards and in some cases fighters. After the conflict many children are traumatised and unable to contribute to the country. <b>(2 KU)</b></p> <p><b>Response 2:</b> Children suffer seriously from armed conflict. In Syria an increasing number of children are recruited by armed groups to fight for the conflict. Children are often used as informers, porters, guards and in some cases fighters. This can impact on them psychologically and physically as many are expelled from their community leading to the community not having a sufficient workforce. <b>(2 KU, 1 analysis)</b></p> <p><b>Response 3:</b> Children can often become orphans as their parents are caught up in the conflict. In the last decade more than 1 million children have been orphaned or separated from their parents as a result many often find themselves uprooted from their homes which impacts on their education. Almost 50 million primary and lower secondary aged pupils are out of school in conflict affected areas. Due to missing large periods of education due to fighting or displacement, the country's future prospects and ability to become self-sufficient are limited. A further impact is that girls who are out of school are more vulnerable to sexual violence and early pregnancy. The causes a cost to the health service within the country and can also contribute to a breakdown within communities and social breakdown in the country. <b>(3 KU, 3 analysis)</b></p>

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5.	<p>The candidate is required to interpret/evaluate up to three complex sources of information detecting and explaining the extent of objectivity.</p> <p>In order to achieve credit candidates must show evidence which supports the extent of accuracy in a given viewpoint.</p> <ul style="list-style-type: none"> <li>• Award up to <b>3 marks</b> for appropriate use of evidence depending on the quality of the explanation and the synthesis of the evidence for any one explanation of the extent of objectivity.</li> <li>• For <b>full marks</b> candidates must refer to all sources in their answer.</li> <li>• For <b>full marks</b> candidates must make an overall judgment as to the extent of the accuracy of the given statement.</li> <li>• Maximum of <b>6 marks</b> if no overall judgement made on extent of accuracy of the statement.</li> </ul>	8	<p>Candidates can be credited in a number of ways up to a maximum of <b>8 marks</b>.</p> <p><b>Evidence that supports the view (“women now have greater political influence”)</b></p> <p><b>Examples of the types of evidence that support the view include:</b></p> <ul style="list-style-type: none"> <li>• Source A, first female elected councillors.</li> <li>• Source A, 4 - 17 women elected.</li> <li>• Source A, first woman beat seven men in vote.</li> <li>• Sources B + C, 30 women appointed to the Shura Council.</li> <li>• Source B + C, women allowed to vote in local council elections, 130,000 registered.</li> <li>• Source B - 978 female candidates.</li> </ul> <p><b>Response 1</b> Women clearly do experience greater influence in politics as they are now allowed to take part in elections and have elected the first 17 female councillors. Women also now make up one quarter of the Shura Council. <b>(2 marks, evidence linked from two sources)</b></p> <p><b>Evidence that opposes the view (“women now have greater political influence”)</b></p> <ul style="list-style-type: none"> <li>• Source A, few elected (4-17) out of 2100.</li> <li>• Source A, local councils have limited powers.</li> <li>• Source A, only 130 000 women, 1.35 million men.</li> <li>• Source A, female candidates cannot directly address male voters.</li> <li>• Source A + B, transport difficulties for female voters.</li> <li>• Source C, Shura Council only has power to propose law, not make it.</li> <li>• Sources B + C, only 30 out of 120 Shura Council members.</li> <li>• Source B, only 978 out of 5938 candidates.</li> <li>• Source B, only 0.8% of seats won by females.</li> </ul>

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	<p>Candidates may be awarded up to a maximum of <b>2 marks</b> for incorporating an evaluation of the reliability of the sources in their explanations although this is not mandatory.</p>		<p><b>Response 2</b>  Women clearly do not experience equality in Saudi Arabian politics. While it is true that 17 women were elected to council positions, they have very little power. Laws are made by the King and although 30 women now sit on the Shura Council (out of a total of 120) that is hardly equality. Women won less than 1% of the council seats and find participation difficult due to the restrictions placed on their movement such as being banned from driving a car.  <b>(3 marks, relevant evidence from all three sources with evaluative comment)</b></p> <p>Candidates may also be credited up <b>two marks</b> on any comment/analysis of the origin and reliability of the source.</p> <ul style="list-style-type: none"> <li>• Although Source A is fairly up to date (2015) which increases its usefulness and is from a well-respected source (the BBC) it may be slightly biased in its views as it judges issues from a British point of view. <b>(2 marks)</b></li> <li>• Source A is unreliable as it is adapted. <b>(1 mark)</b></li> <li>• 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 if this truly reflects the content of the original article. <b>(2 marks)</b></li> <li>• Statistics in Source B are up to date (2015). <b>(0 marks)</b></li> <li>• Statistics in Source B are up to date (2015) and so give a fairly up to date picture of the position of men and women in Saudi Arabia. <b>(1 mark)</b></li> <li>• Source B comes from several different websites. Some are recent but we don't know exactly which statistics come from which source, calling into question Source B's reliability. <b>(2 marks)</b></li> <li>• 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. <b>(2 marks)</b></li> <li>• Source C is unreliable as Wikipedia can be edited by its users. <b>(1 marks)</b></li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Response 3</b>  Overall the statement that women now have greater political influence in Saudi Arabia is largely accurate. They have been allowed to stand for election and have been appointed to the Shura Council (30 women). This is greater than they had before but is still very little influence compared to men. It is striking that only the King can pass laws. <b>(2 marks)</b></p> <p><i>For full marks, candidates <b>must</b> make an overall judgment as to the extent of the accuracy of the given statement.</i></p>

[END OF MARKING INSTRUCTIONS]