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2018 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. 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. 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. Comments that identify relationships/implications/make judgements. Up to 4 marks* available.</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** in the KU aspect of the question (**8 marks**), a response **must** include a range of points, have detailed explanation, and include accurate exemplification.

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

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

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* available.</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 .

	1 mark	2 marks	3 marks	4 marks	5-6 marks
<p>Structure</p> <p>Structure which develops a consistent and clear line of argument.</p> <p>Up to 2 marks available.</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* available.</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

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	(a)	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source, to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between 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>Credit responses that make reference to:</p> <ul style="list-style-type: none"> • advantages of leaving the EU • disadvantages of leaving the EU. <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> <p>Potential impact of leaving the European Union (EU):</p> <ul style="list-style-type: none"> • sovereignty - EU laws, regulations and directives on issues such as farming and fisheries, environment, transport deals, energy etc • more control over immigration/border • security - increasing amount of terror attacks in Europe • free to negotiate trade (with EU and internationally) • save on the cost of membership - annual net contribution of £8 billion approx • global influence • economic benefits - trade, investment and jobs. The EU single market allows the free movement of goods, services, capital and workers • approximately half of all UK trade is conducted with the EU • free movement - varied benefits in relation to travel, study and employment. Over a million Britons live in other EU countries and millions more visit each year. Flights to Europe and using mobile phones on holiday are cheaper thanks to the EU. British tourists enjoy free or cheaper healthcare in other EU countries. Britain is not part of the Schengen area and retains some control over borders • employment rights - The EU has delivered guaranteed holiday pay, paid maternity leave, and increased protection in the workplace • security - safer as part of an EU that fights terrorism together. Europol membership allows EU wide sharing of intelligence and cross-border support. <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>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 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 this questions:</p> <p>Response 1: One potential impact of leaving the EU is that we would not need to pay a membership fee to be part of the union. It is estimated that this fee, after deducting rebates and returning money, comes to around £35 million per day (2 marks KU). This means the UK government could choose to spend this money in other ways, on areas such as health and education (1 mark analysis).</p> <p>(Total 3 marks - 2 marks KU, 1 mark analysis).</p> <p>Response 2: One potential impact of leaving the EU is that it could be harmful for the UK's security. The growth of cross-border crime and the threat of international terrorism linked to Islamic State all raise questions about how EU nations can work together to keep people safe (1 mark KU). A benefit of EU membership is that that member states share criminal intelligence with other member states and this works to combat potential threats (1 mark KU). As a consequence of leaving the EU, Britain may lose access to this information sharing network meaning greater risk for UK citizens (1 mark analysis).</p> <p>(Total 3 marks - 2 marks KU, 1 mark analysis).</p> <p>Response 3: Within the EU there is free movement of people from and across European countries. Over a million British people live abroad in the EU and 15,000 UK students took part in the European Union's Erasmus student exchange scheme in 2017 (2 marks KU). This highlights that UK citizens rely on EU membership for straightforward travel and residency. Furthermore, the EU has enabled people to travel freely across national borders, boosting the economy. Millions of UK citizens have enjoyed cheap flights to European cities and many other EU nationalities have come to visit the UK, boosting our tourism industry in the process (2 marks analysis).</p> <p>(Total 4 marks - 2 marks KU, 2 marks analysis).</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source, to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between 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> <ul style="list-style-type: none"> • analysis of the influence of the media on voting behaviour • analysis of the relative influence of different aspects of the media • analysis of the media’s influence on other factors which can affect voting behaviour. <p>Do not credit:</p> <ul style="list-style-type: none"> • answers which consider other factors without linking them in any way to the influence of the media. <p>Newspapers:</p> <ul style="list-style-type: none"> • newspapers have a significant influence on the electorate, approximately 7 million newspapers are sold daily in the UK • newspapers have the power to influence the political agenda by shaping public opinion on current issues • newspapers are often politically biased and will openly support a specific party. This support becomes increasingly partisan around election time and on election day • newspapers will spin stories to suit a political agenda • reference to a variety of examples of newspapers backing political parties and party electoral success eg the Sun and the Conservatives in 2015, the Scottish Sun and the SNP in 2016, attacks on Jeremy Corbyn in 2017 • newspapers can break stories about politicians and parties as well as negatively influence public perception of politicians eg Ed Miliband when Labour leader • parties employ ‘spin doctors’ to manage the media, including newspaper coverage.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> • newspaper • television • radio • social media/internet • discussion of relative importance of different factors within the media • social class • class dealignment • credit highly those candidates who integrate factors and highlight links between the media and social class. <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.</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 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>Television:</p> <ul style="list-style-type: none"> • television broadcasting in the UK has to adhere to strict impartiality rules when it comes to politics • television is the main source of news consumption for most UK citizens • televised leaders debates have now become a feature of UK general elections. The influence of these debates is questionable but they do allow for the public to scrutinize policy and leadership • the debates are discussed and dissected on social media platforms and evaluated the next day in newspapers • TV shows such as Peston on Sunday, Question Time and Daily Politics can give the electorate insight into political issues of the day. <p>Radio:</p> <ul style="list-style-type: none"> • prominent politicians such as Alex Salmond and Nigel Farage have weekly phone-in slots on digital radio stations • radio shows such as BBC Radio’s Pienaar’s Politics and Today show provide a source of news and political analysis for listeners. <p>Social media/internet:</p> <ul style="list-style-type: none"> • increasing use of social media platforms such as Twitter and Facebook by the general public • increasing use of social media by politicians and political parties (2017) • political movements can begin on social media through hashtagging • social media more influential amongst younger voters (2017) • social media often referred to as an ‘echo chamber’ where political issues are discussed as opposed to a place where genuine political influence is exerted • social media users tend to only engage with people and politicians that mirror their own views • growing importance and rise of ‘fake news’ on social media platforms. <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>Possible approaches to answering this questions:</p> <p>Response 1: Party Political Broadcasts (PPB) give parties a short slot or advert on TV to get across to the electorate their message and policies. This is a straightforward method of providing political information (1 mark KU). However, how effective PPBs can be is questionable as people tend to find them unengaging and uninspiring (1 mark analysis).</p> <p>(Total 2 marks - 1 mark KU, 1 mark analysis).</p> <p>Response 2: The influence of newspapers and social media is often debated. Older people, who are more likely to vote, will still get their political information from ‘old media’ such as newspapers and television (1 mark KU). Younger people engage with politics online through platforms such as Twitter and Facebook (1 mark KU). The fact the Conservatives spent £100,000 per month on Facebook political advertising indicates that they attach significant importance to ‘new media’. This spend was significantly more than other parties and it helped them win the 2015 General Election (2 marks analysis).</p> <p>(Total 4 marks - 2 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 3: Newspapers are not obliged to be impartial during election time and will often back a certain political party. Millions of UK voters claim to read a newspaper on a daily basis. This means that the political news they read may have a 'spin' on it to portray a party in a certain way - almost all newspapers will have a political agenda behind their reporting. This is believed to heavily influence voters (1 mark KU, 1 mark analysis). In 2015, newspapers that backed the Conservatives had the largest amount of readers with the Sun having around 2 million daily readers and the Daily Mail having around 1.5 million (1 mark KU). The Conservatives won the 2015 election, with this support highlighting the influence newspapers can have on the outcome (1 mark analysis).</p> <p>However, newspaper circulation sales are declining and 'new media' is becoming more popular. With all the major political parties on Facebook and Twitter, they are gaining more direct public attention (1 mark analysis).</p> <p>(Total 5 marks - 2 marks KU, 3 mark analysis).</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	<p>The candidate is required to interpret/evaluate up to three complex sources of information detecting and explaining the extent of objectivity.</p> <p>In order to achieve credit candidates must show evidence which supports the extent of accuracy in a given viewpoint:</p> <ul style="list-style-type: none"> award up to 3 marks for appropriate use of evidence depending on the quality of the explanation and the synthesis of the evidence for any one explanation of the extent of objectivity for full marks candidates must refer to all sources in their answer for full marks candidates must make an overall judgment as to the extent of the accuracy of the given statement maximum of 6 marks if no overall judgement made on extent of accuracy of the statement. <p>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>	8	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Evidence that supports the view ('the Scottish Parliament's committees fulfil their roles effectively').</p> <ul style="list-style-type: none"> Source A - committees play an important role in holding the SNP government to account because the Scottish Parliament is a single-chamber Parliament. Source A - the membership of the committees is made up of MSPs from every party, with Committee Conveners, who chair meetings and set agendas, being drawn from different parties - impacting their ability to hold the government to account. Source A - every piece of legislation that comes out of Holyrood comes under the scrutiny of one or more of the Scottish Parliament's committees. This has meant hundreds of amendments. Source A - most committees allow the general public to attend which ensures transparency and scrutiny of the SNP government. This public scrutiny effectively holds government to account. Source C - committees engage in short and 'snappy' inquiries with the potential to provide timely advice to government. They have the power to compel attendance. Source A - states that the public think the PPC is a 'credit to our democracy'. Source C - 64% think the Public Petition Committee system is effective/very effective. <p>Response 1: Committees can hold the government to account as in Source A it states that 'every piece of legislation that comes out of Holyrood comes under the scrutiny of one or more of the Scottish Parliament's committees' (1 mark, relevant source evidence).</p> <p>Response 2: Committees are effective in holding inquiries. Source B shows an increasing number of inquiries held from 20 in 2012 to 30 in 2017. Not only are more being held but witnesses can be compelled to attend (2 marks, evidence from two sources).</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Evidence that does not support the view (<i>‘the Scottish Parliament’s committees fulfil their roles effectively’</i>).</p> <ul style="list-style-type: none"> • Source A - a petition to scrap the Offensive Behaviour at Football Act received nearly 10,000 signatures however the government wasn’t forced to take action by this. • Source A - in Parliamentary Session 4 (2011-2016), 170 petitions were considered by the PPC. The equivalent committee in the Welsh Assembly considered 356 petitions in that time. • Source C - two thirds of those surveyed said that a second chamber would be more effective in carrying out the jobs of the committees. • Source B - only one piece of legislation from committees was passed in Parliamentary Session 4 (2011-2016), perhaps failing in one of its functions: to introduce legislation. • Source C - the dominance of the SNP means their MSPs make up a large proportion of membership in each committee. For example, on the Education and Skills Committee there are 11 members - 5 of which are SNP MSPs including the Committee’s Convenor (links with Source B, SNP convene 8/16 committees) - perhaps reducing their effectiveness in holding government to account. • Source C - Scottish Parliamentary committees seem to be lacking the resources and time to conduct inquiries at the same rate as other comparable bodies, such as the Welsh Assembly. Source B, shows that the Welsh Assembly consistently conducts more inquiries than the Scottish Parliament.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Response 3: Committees are not successful in holding the government to account in Scotland as Source C states that the dominance of the SNP means their MSPs make up a large proportion of membership in each committee. For example, on the Education and Skills Committee there are 11 members - 5 of which are SNP MSPs including the Committee's Convenor. This highlights that the SNP make up nearly 50% of membership. This links with Source B which tells us that the SNP also convene half of all committees (8/16). This makes it very difficult for the committee system to hold the SNP government to account as their MSPs can control committee work.</p> <p>(3 marks, synthesised source use and evaluative comment).</p> <p>Response 4: The Scottish Parliament's committees do not fulfil their roles effectively as they only conduct around 60% of the inquiries when compared to the Welsh Assembly (Source B). Also, there was only one piece of committee legislation passed. This does not compare favourably with just under the 70 pieces of Government legislation. Committees are clearly not effective in this role as the other three sources of legislation all managed to pass more laws (Source B)</p> <p>(3 marks, synthesised source use and evaluative comment).</p> <p>Candidates may also be credited up 2 marks on any comment/analysis of the origin and reliability of the source.</p> <ul style="list-style-type: none"> • Source A is unreliable as it is adapted (0 marks). • Source A is unreliable as it is adapted. We have no idea how much of the article is original. We also have no idea who adapted the source or their motivation for doing so (2 marks). • Source B is reliable as the information has been taken from official government websites and the information will be reliable, verified and up to date and can therefore be considered trustworthy (2 marks).

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> • Source C is unreliable as it is from a blog (0 marks). • Source C is unreliable as the blog will be influenced by the Professor’s personal opinion (1 marks). • Source C includes survey data but no date is given. We have no idea when people were asked so the information may be old and out of date (2 marks). • Source C includes survey data but no sample information is given. We do not know if all age groups have been asked, if males and females are equally represented or how many in total were sampled (2 marks). • Source C is reliable as the Professor will be an educated person knowledgeable on the topic. However, this may be his/her personal opinion (2 marks). <p>For full marks, candidates must make an overall judgment as to the extent of the accuracy of the given statement.</p> <ul style="list-style-type: none"> • the statement is largely inaccurate as committees undoubtedly struggle to hold the government to account in Scotland. They conduct fewer inquiries than other parliaments in the UK, consider fewer public petitions and the whole committee system is undermined by the dominance of the governing party who convene 8 out of the 16 committees (2 marks). • the statement is true to a certain extent (0 marks). • the statement is mainly untrue as committees fail to scrutinise the SNP government due to committee membership issues (1 mark). • the statement is fairly accurate because committees are successful as they do hold the government to account by looking at legislation (1 mark). • overall, the statement is equally accurate and inaccurate. On the one hand committees can be successful as they scrutinise all legislation that becomes law, however committees are unsuccessful as they fail to hold as many inquiries as other parliaments (2 marks). • the statement is true to a certain extent as although only one Committee Bill was passed, they have amended Government legislation hundreds of times (1 mark).

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>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"> • the nature of social inequality • a socio-economic group and the impact of inequalities on it • an evaluation of the impact of inequality on an identified socio-economic group. <p>Up to 8 marks for KU (description, explanation and exemplification) and up to 4 marks for analytical/evaluative comment.</p> <p>Award up to 6 marks per point.</p> <p>Candidates should be credited up to full marks if they answer within a Scottish context only, a UK context only or refer to both Scotland and the UK.</p>	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 a group such as:</p> <ul style="list-style-type: none"> • age groups • gender • ethnicity • class • disability • the working poor. <p><i>Any other group that meets the criteria described in the general marking instructions for this kind of question. If a response considers more than one distinct group, it should only be credited for the one which attracts the highest mark.</i></p> <p>Possible approaches to answering this question:</p> <p>Response 1: The pay gap between men and women continues to exist today and means that women earn approximately 15% less over their lifetime than men creating an income inequality (1 mark KU).</p> <p>(Total 1 mark - 1 mark KU).</p> <p>Response 2: The pay gap between men and women continues to exist today and means that women earn approximately 15% less over their lifetime than men creating an income inequality (1 mark KU). For example, it is estimated that women earn on average £330,000 less than men over the course of their working life (1 mark KU). This can lead to women finding it more difficult to build up savings or a private pension and can create a significant inequality in later life (1 mark evaluation).</p> <p>(Total 3 marks - 2 marks KU, 1 mark evaluation).</p>

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	<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: Despite equality legislation, women continue to face social inequality today. This is often due to family commitments and the fact that many women bear the responsibility of childcare which means that they are more likely to work in low paid, insecure work (1 mark evaluation). For example, they are more likely to work in industries such as caring and administrative roles as opposed to men who are more likely to work in managerial work or in skilled trades (1 mark KU). Traditional male occupations are often higher paid than traditional female occupations leading to a continued pay gap and income inequality (1 mark evaluation). It is estimated that the pay gap has reached an average of 14.9% showing that income inequality continues to impact on women and makes them more vulnerable to low income and poverty (1 mark KU).</p> <p>(Total 4 marks - 2 marks KU, 2 marks evaluation).</p> <p>Response 4: Low paid workers are a group that is affected by social inequality as a result of rises in the cost of living. It is estimated that since the recession, food costs have risen by 26% and rent by 32% while for many, income rates have fallen or remained the same (2 marks KU). This means that low paid workers who often have only received the minimum wage do not earn enough to achieve a minimum living standard and experience significant social inequalities as a result (1 mark evaluation). The Poverty and Social Exclusion survey has estimated that around 18 million people in the UK cannot afford adequate housing conditions (1 mark KU). This shows that low pay can cause inequalities in housing and living standards which can go on to cause multiple deprivation meaning that low paid workers are a group that face significant social and economic inequalities (1 mark evaluation).</p> <p>(Total 5 marks - 3 marks KU, 2 marks evaluation).</p>

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(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>Credit responses that make reference to:</p> <ul style="list-style-type: none"> • sociological explanations of social inequality • individualist explanations of social inequality. <p>Up to 8 marks for KU (description, explanation and exemplification) and up to 4 marks for evaluative comments.</p> <p>Award up to 6 marks per point.</p> <p>Candidates should be credited up to full marks if they answer within a Scottish context only, a UK context only or refer to both Scotland and the UK.</p>	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"> • collectivist vs individualist approaches to tackling inequality • theories about ‘The Nanny State’ and dependency culture - impact on individuals • successes/failure of government actions which justify or reject collective approaches to welfare • third sector approaches to tackling inequality such as food banks • different approaches within the UK (for example the devolved administrations) and their relative financial costs • differences between political parties in tackling social inequality. <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: When the Welfare State was created after World War 2, one of its principal aims was to provide a safety net for the weakest in society and that government protection should extend from ‘cradle to grave’. This is the view of collectivists who argue that the government is responsible for tackling social inequalities and that it has a responsibility to provide for the weakest in society (2 marks KU).</p> <p>(Total 2 marks - 2 marks KU).</p>

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	<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: Parties such as the Conservatives argue that government should play a smaller role and that individuals should be responsible for tackling their own inequality (1 mark KU). They criticise the collectivist approach because it can create a dependency culture where people become reliant on the government for their income and do not seek out opportunities to provide for themselves (1 mark evaluation). Therefore, an individualist would convincingly argue that encouraging individual responsibility leads to a society where people take greater responsibility for their own lives showing that the government should not be fully responsible for tackling social inequality (1 mark evaluation).</p> <p>(Total 3 marks - 1 mark KU, 2 marks evaluation).</p> <p>Response 3: Collectivists believe that the government should be responsible for tackling social inequality by providing for people who are in poverty and face inequality. Collectivists argue that poverty is caused as a result of factors such as unemployment and low pay and that the government holds responsibility for helping reduce the impact of these factors (2 marks KU). Unemployment can be caused by structural reasons such as the decline of manufacturing, times of recession or foreign competition (1 mark KU). For example, the Tata steelworks in Port Talbot announced in 2016 that it would close, leading to job losses in the area (1 mark KU). Collectivists argue that the government should be responsible for providing unemployment benefits to ensure that those who are affected do not fall into the poverty cycle as a result of the closure of the steelworks (1 mark evaluation).</p> <p>(Total 5 marks - 4 marks KU, 1 mark evaluation).</p>

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			<p>Response 4: Overall it is clear that social inequalities are a result of a growing poverty cycle in the UK where the most deprived communities face chronic unemployment and poor health (1 mark evaluation). This leads to low social mobility which means that it is increasingly difficult for these groups to work their way out of poverty (1 mark evaluation). As a result, the government must be held responsible for tackling these inequalities through the provision of universal healthcare and education, and through financial support to affected communities in the form of benefits and tax credits (1 mark evaluation). By reducing the harmful effects of deprivation the government can ensure that inequality across the country is reduced and everybody is able to achieve a minimum living standard (1 mark evaluation).</p> <p>(Total 4 marks - 4 marks evaluation).</p>

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(c)	<p>Evaluation involves making judgments based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact/significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> the ways in which crime has an economic impact an evaluation of the economic impact of crime on society, individuals, government. <p>Up to 8 marks for KU (description, explanation and exemplification) and up to 4 marks for analytical/evaluative comment.</p> <p>Award up to 6 marks per point.</p> <p>Candidates should be credited up to full marks if they answer within a Scottish context only, a UK context only or refer to both Scotland and the UK.</p>	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"> the economic impact of crime on individuals and families the economic impact of crime on the local community the economic impact on wider society. <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 question:</p> <p>Response 1: The majority of crimes (66%) are property crimes where people steal or damage another person's property (1 mark KU).</p> <p>(Total 1 mark - 1 mark KU).</p> <p>Response 2: Property crime has a significant economic impact on the victims of that crime as the victims will lose the value of the property stolen. In some cases this might be a fairly small financial impact, for example in the case of street robberies the value of the property stolen may be fairly low (1 mark evaluation). However, some property crimes have also led to a significant financial loss, for example in 2015 a gang of burglars raided a bank in Hatton Garden and stole £14million worth of jewellery. Most of this financial loss fell on the individual owners of the jewellery (1 mark KU, 1 mark evaluation).</p> <p>(Total 3 marks - 1 mark KU, 2 marks evaluation).</p>

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	<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: Crime has a significant impact on wider society as the police, the court system and the various sentencing options all carry a high cost (1 mark evaluation). The Office for National Statistics estimate that in 2012 murder cost the economy £1.3 billion while theft cost the society almost £4 billion (1 mark KU). The cost of crime can be particularly high when there are peaks in crimes, for example the London Riots proved to be very costly for society as riot police had to be moved to London from all over the country to deal with it, and the peak in offenders led to the court and prison system becoming overwhelmed (1 marks KU, 1 marks evaluation).</p> <p>(Total 4 marks - 2 marks KU, 2 marks evaluation).</p> <p>Response 4: In areas where there are high crime rates the whole community can find itself economically impacted by crime. High crime rates can lead to the value of house prices in a community dropping and also increase house and car insurance premiums (1 mark evaluation). This affects those living in the area, but can also lead to them having less money to spend in shops in the area which may lead them to close. This could lead to higher unemployment in the area, and create a socially excluded community which can have greater costs on services such as the NHS and the benefit system which adds to the costs of crime to the country (2 marks evaluation). For example, Glasgow has a reputation for violent crime and also has a higher rate of alcoholism, drug addiction and unemployment which all brings significant costs to the government eg alcohol related crime costs Scotland £727million (2 marks KU).</p> <p>(Total 5 marks - 2 marks KU, 3 marks evaluation).</p>

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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"> • sociological causes of crime • an evaluation of the importance of society as a cause of crime. <p>Up to 8 marks for KU (description, explanation and exemplification) and up to 4 marks for evaluative comments.</p> <p>Award up to 6 marks per point.</p> <p>Candidates should be credited up to full marks if they answer within a Scottish context only, a UK context only or refer to both Scotland and the UK.</p>	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"> • Robert Merton/Strain theory of crime • marxist theory • functionalist theory • social breakdown theory, anomie • factors other than inequality which may cause crime • reference to links between factors. <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: Many people commit crime due to poverty and they commit crimes out of desperation. Those living in extreme poverty may turn to crimes, such as drug dealing, to boost their income.</p> <p>(Total 1 mark - 1 mark KU).</p> <p>Response 2: Many people commit crime due to poverty and they commit crimes out of desperation. Extreme poverty can lead to opportunistic crimes like shoplifting or muggings (1 mark KU). However, it is also true that most people in poverty do not resort to crime, and therefore it is not completely true to say that poverty, and therefore inequality, causes crime (1 mark evaluation).</p> <p>(Total 2 marks -1 mark KU, 1 mark evaluation).</p>

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	<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: People affected by poverty and unemployment can become socially isolated and excluded. Where there are communities of high social exclusion it could be argued that a condition of social breakdown begins to happen (1 mark KU). The theory of social breakdown argues that deprived communities experience greater levels of strain, frustration and disorganisation that make people more likely to commit crime (1 mark KU). A consequence of people not able to achieve success in life through legitimate means is that they may commit crimes that help them to achieve a better status (1 mark evaluation). People living in this type of community may join a gang and take part in gang-related crimes such as violence and drug dealing in order to improve their own status. This is also much more likely when society labels these areas and individuals as being involved with criminal activity (1 mark KU, 1 marks evaluation).</p> <p>(Total 5 marks - 3 marks KU, 2 marks evaluation).</p> <p>Response 4: Marxist theory argues that crime is caused by the ruling classes who use the law as a means of social control (1 mark KU). Laws are used to encourage conformity amongst the masses, and also to control the working classes by focussing on crimes more likely to be committed by this group such as burglary and street crime (1 mark KU). This also leads to heavier policing in working class areas and consequently crime appears higher in these areas as people are more likely to be caught (1 mark evaluation). Marxists also argue that white collar crimes are ignored by the authorities allowing for the ruling elite to maintain their power in the country (1 mark KU). This theory shows that government effectively criminalises the masses and therefore creates crime through attempting to control and imprison those who do not conform (1 mark evaluation).</p> <p>(Total 5 marks - 3 marks KU, 2 marks evaluation).</p>

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4.	<p>The candidate is required to interpret/evaluate up to three complex sources in order to reach conclusions.</p> <p>In order to achieve credit candidates must show evidence which explains the conclusions reached:</p> <ul style="list-style-type: none"> • award up to 3 marks for appropriate use of evidence depending on the quality of the explanation and the synthesis of the evidence to reach any one conclusion • for full marks candidates must refer to all sources in their answer • for full marks candidates must reach conclusions about each of the points given and make an overall conclusion on the issue. 	8	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Possible approaches to answering the question:</p> <p>Overcrowding and the living conditions of prisoners:</p> <p>Response 1: Overcrowding in prisons has led to the living conditions of prisoners being significantly reduced. Source A shows that prisoners are increasingly being kept in their cells for 23 hours during the day which is argued to be ‘degrading’. Furthermore, overcrowded conditions in prisons such as Cornton Vale means that some prisoners have been denied sufficient access to toilets during the night (2 marks - synthesis of evidence from Source A with conclusion).</p> <p>Response 2: As a result of overcrowded conditions prisons are not able to provide accommodation that provides them with adequate healthcare. Human rights groups have criticised the practice of keeping prisoners in a cell for 23 hours a day as it can impact on their mental health (Source A) leading to a 60% increase in incidents of self-harm across prisons in England and Wales from around 20,000 in 2004 to 32,000 in 2014 (Source C). This shows that overcrowding has caused a significant deterioration in living conditions in prisons which contribute to poor mental health across the prison population (3 marks - synthesis of evidence from Source A and C with conclusion and evaluative comment).</p>

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			<p>Response 3: The overcrowded conditions in prisons have led to living conditions that breach prisoner rights. Frances Cook, the Chief Executive of the Howard League for Penal Reform, has said that ‘prisons are increasingly providing restricted regimes, under which prisoners are locked in their cells for up to 23 hours a day’ which is a degrading practice and impacts their mental health (Source A). This is supported by Source C which shows that self-harm has increased across prisons in England and Wales to 32,000 in 2014. Furthermore, prisoners in Scotland’s only women’s prison (Cornton Vale) have in the recent past been ‘forced to use their sinks as toilets’ during the night which inspectors described as a ‘significant breach of human dignity’ (3 marks - synthesis of 3 pieces of evidence and conclusion).</p> <p>Overcrowding and safety in prisons:</p> <p>Response 4: Overcrowded conditions in prisons have led to an increase of violence in prisons. The number of serious assaults inside prisons in England and Wales has increased significantly from around 1,250 in 2012 to just under 3,000 in 2015 (Source C). Furthermore, Source A shows that there has been a ‘growing level of violence and rioting in prisons’ and that the riot service was called out 203 times in 2013 which was an increase from 129 times in 2012 (2 marks - synthesis of evidence from Source A and C and conclusion).</p> <p>Response 5: Overcrowding in prisons has impacted on the ability of staff to keep the prison safe. Source A shows that Thameside prison has faced a ‘rising level of gang violence’ within the prison and that staff have struggled to deal with this. Thameside prison is overcrowded as shown in Source B as it currently holds 1,223 prisoners which is more than its CNA capacity of 932. This shows that overcrowding is a factor that causes increasing violence and reduces the safety of prisoners (2 marks - synthesis of evidence and conclusion).</p>

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			<p>Response 6: Serious assaults and violence in prisons has been increasing in recent years, with nearly 3000 serious assaults recorded in prisons in England and Wales in 2015 (Source C). This is due to overcrowding in prisons as staff are unable to control the large prison population (Source A). This is demonstrated by the fact that the number of riots in prisons has increased with the riot squad called out 203 times in 2013 which was an increase from 129 in 2012. I can conclude that overcrowded conditions reduces the safety of prisoners (3 marks - synthesis of 3 pieces of evidence and conclusion).</p> <p>Overall conclusion:</p> <p>Response 7: Overcrowding in prisons has increased in recent years (0 marks - overall conclusion without supporting evidence).</p> <p>Response 8: Overcrowding in prisons has increased in recent years and there are now 84,069 prisoners in England and Wales which is much higher than the 74,703 CNA capacity (1 mark - overall conclusion with supporting evidence).</p> <p>Response 9: Overall I can conclude that overcrowding in British prisons (Source A) has increased reaching a record high and the Prison Service is struggling to deal with the number of prisoners they have. Source B shows that they are currently holding 84,069 prisoners in England and Wales which is much higher than the 74,703 that is their CNA capacity (2 marks - overall conclusion that is detailed and evaluative and is supported by evidence).</p>

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			<p>Response 10: Overall, I can conclude that overcrowding is getting worse with four of the five prisons in Source B being beyond capacity and has doubled in the last twenty years (Sources A). This has led to the biggest section of the public (39%) believing that more prisons should be built in order to tackle overcrowding (Source B). (2 marks - overall conclusion supported by evidence).</p> <p>Response 11: British prisons are facing a crisis as a result of overcrowding and a population which is much higher than its capacity. The current prison population is nearly 'double that of twenty years ago.' (Source A), and in England and Wales prisons are now holding 84,069 prisoners which is much higher than the 74,703 that is their CNA capacity (Source B) (2 marks - overall conclusion supported by evidence).</p>

Section 3 - International Issues

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	(a)	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source, to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between 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 relation to the context.</p>	20	<p><i>Candidates can be credited in a number of ways up to a maximum of 20 marks.</i></p> <p>World Power: USA</p> <p>Credit reference to aspects of the following:</p> <ul style="list-style-type: none"> • income inequality - inequality has been growing markedly in the last 30 years, the top 1% have more than doubled their share of GDP. 40% of Americans live in poverty • ethnic inequality - Blacks and Hispanics are more likely to be poor experiencing greater levels of poverty than Whites or Asian Americans • educational inequality - dropout rates for Blacks and Hispanics of 20% and 30% compare poorly against the 11% and 3% for Whites and Asians • health inequality - 20% of Blacks have no health insurance compared to 10% of Whites. A third of Hispanics do not have health insurance • crime inequality - Blacks and Hispanics represented disproportionately in prison numbers • immigration - the broad range of social and economic inequalities experienced by both legal and illegal immigrants eg incomes, housing, crime, health etc. <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 the question:</p> <p>Response 1: The United States of America is an extremely unequal society in which inequality exists across many social and economic indicators. In the last 30 years, inequality between groups in the US has grown markedly (1 mark evaluation). The richest 10% of Americans now average nearly nine times as much income as the poorest 90% (1 mark KU).</p> <p>(Total 2 marks - 1 mark KU, 1 mark evaluation).</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> • the nature of Social and Economic Inequalities • the extent of Social and Economic Inequalities • analysis and balanced comment of the extent of Social and Economic Inequalities • 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>Candidate may make reference to any member of the G20 group of countries, excluding the United Kingdom.</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 2: Inequality exists in areas such as health, housing and education. Inequalities usually have an ethnic element with some ethnic groups such as Blacks and Hispanics more likely to experience inequality across these areas than Whites or Asian Americans (1 mark analysis). This seems to be the case across many indicators - Blacks and Hispanics tend to do worse and suffer greater inequalities than Whites and Asian Americans (1 mark evaluation). For example, 25% of Blacks and 23% of Hispanics are in poverty compared to 12% Asian Americans and 9 % Whites (1 mark KU).</p> <p>(Total 3 marks - 1 mark KU, 1 mark analysis, 1 mark evaluation).</p> <p>Response 3: Inequality exists across a great many areas in the United States. It is a land of growing inequality with an increasing number of millionaires and billionaires but also a growing number of those experiencing poverty and inequality. 40% of Americans live in poverty with 13 million children living in families that are officially classed as being in poverty. This is an increase of 2.5 million children since 2000 (2 marks KU). Many of these Americans now living in poverty are unskilled Black workers who used to work in construction, manufacturing and car factories. These industries have gone and been replaced by high tech computing and service industry jobs. Blacks have been disproportionately affected by the global recession of 2008 with unemployment rates growing much more quickly for Blacks and Hispanics.</p> <p>This shows that certain ethnic groups are consistently disadvantaged in all aspects of American society (2 marks KU, 1 mark evaluation). However, this is not completely true as there has been an increase and growth in the number of Blacks who would label themselves as middle class due to their educational and career status (1 mark analysis).</p> <p>(Total 6 marks - 4 marks KU, 1 mark analysis, 1 mark evaluation).</p>

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			<p>World Power: South Africa</p> <p>Credit reference to aspects of the following:</p> <ul style="list-style-type: none"> • income inequality - 60% earn R42,000 per year (\$7000) whereas 2% earn in excess of R360,000 (\$50,000) • ethnic inequality - 90% of those in poverty are Black despite attempts by ANC to close poverty gap • educational inequality - 96% of Whites pass High School exams compared to 36% for Blacks • health inequality - differences between groups in terms of infant mortality - 65 per 1000 births for Blacks, 8 per 1000 for Whites • crime inequality - crime is a significant issue in South Africa with 59 murders per day, almost all of the victims are Black • immigration - the broad range of social and economic inequalities experienced by both legal and illegal immigrants eg incomes, housing, crime, health etc. <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 the question:</p> <p>Response 1: The Republic of South Africa is a very unequal society with inequalities between groups prevalent across many social and economic areas (1 mark evaluation). Inequality exists between ethnic groups with Blacks much more likely to be poorer than Whites in terms of poverty, education and other socio-economic indicators. 90% of those in poverty are Black (1 mark KU).</p> <p>(Total 2 marks - 1 mark KU, 1 mark evaluation).</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Response 2: South Africa is a deeply unequal society with differences between and within groups. According to the Gini co-efficient, South Africa is one of the most unequal countries in the world. The Theil Index which measures inequality between and within groups also indicates that inequality in South Africa is growing (1 mark KU, 1 mark analysis). Despite this inequality, there is a Black middle class which has increased in size from 300,000 in 1995 to over 3 million today. This demonstrates that, despite inequality, many South African Blacks are able to become more affluent and prosperous (1 mark KU, 1 mark analysis).</p> <p>(Total 4 marks - 2 marks KU, 2 mark analysis).</p> <p>Response 3: South Africa is a deeply unequal society with differences between and within groups. According to the Gini co-efficient, South Africa is one of the most unequal countries in the world. The Theil Index which measures inequality between and within groups also indicates that inequality in South Africa is growing (1 mark KU, 1 mark analysis). Despite this inequality, there is a Black middle class which has increased in size from 300,000 in 1995 to over 3 million today. This demonstrates that, despite inequality, many South African Blacks are able to become more affluent and prosperous (1 mark KU, 1 mark analysis). This rise can be explained by policies such as BEE. However, critics such as Archbishop Desmond Tutu argue that all BEE has done is create a Black elite whilst many Black South Africans live in 'de-humanising poverty' and many qualified Whites leave their own country as they are overlooked for jobs there. Demonstrating again that despite improvement for some, inequalities exist for others in South Africa (2 marks evaluation).</p> <p>(Total 6 marks - 2 marks KU, 2 mark analysis, 2 mark evaluation).</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"> • 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 relation to the context.</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> <p>World Power: USA</p> <p>People can influence government decision making in the following ways:</p> <ul style="list-style-type: none"> • by voting in County, State and Federal Elections for positions such as local Judge, dog catcher, Sheriff, Governor, Senator and President among others • political rights of US citizens enshrined in the US Constitution • citizens can also stand for elections themselves and are free to join political parties and campaign for candidates and policies • opportunities for people to participate in interest groups such as NRA, Black Lives Matter, Anonymous Movement and Occupy movement. Around 75% of Americans belong to at least one interest group • growth of Slacktivism • use of propositions within States to decide local laws such as Colorado's legalisation of marijuana • growing use of social media for political activity - Breitbart, 4Chan, AltRight. <p>Limits to influencing government decision making:</p> <ul style="list-style-type: none"> • obstacles to voter registration eg felony disenfranchisement • US political system over represents affluent white males and under represents women, ethnic minorities and the poor in the political process • differences in participation and registration rates between social classes and ethnic groups • interest group influence limited by lack of financial backing • cost of running and standing as a candidate financially prohibitive and limits involvement to only the very rich • criticisms that elected US politicians are lobbyists for American business interests rather than fully representing the will of their electorate • no legal right to join a trade union. TU membership showing steady decline. <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>Credit responses that make reference to:</p> <ul style="list-style-type: none"> • the political system of the world power • the opportunities that exist to influence decision making • the limits to these opportunities • analysis and balanced comment of the extent of influence • 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>Candidate may make reference to any member of the G20 group of countries, excluding the United Kingdom.</p>		<p>Possible approaches to answering this question:</p> <p>Response 1: American citizens have rights and freedoms eg the right to assembly which means that they have the right to peacefully protest against the Government or an issue, such as the Anti Donald Trump rallies organised by American women after the inauguration of Donald Trump in 2017 (2 marks KU).</p> <p>(Total 2 marks - 2 marks KU).</p> <p>Response 2: One way in which American citizens can seek to influence the government is by running as a candidate for one of the many positions that are available on a County, State wide or National level (1 mark KU). However, standing for a national position such as Governor or President would need a lot of money to run a campaign which might put many people off from standing eg Obama campaign spent \$985 million in getting him elected in 2012 (1 mark KU, 1 mark analysis). Therefore, it is difficult to put yourself forward for election if you are poor due to the cost. This shows that sometimes political participation in the USA is often easier if you are wealthy (1 mark evaluation).</p> <p>(Total 4 marks - 2 marks KU, 1 marks analysis, 1 mark evaluation).</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<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: American citizens can seek to have influence by joining a trade union or interest group. This would allow them to fight and campaign for things that they would like to see changes to (1 mark KU). Some types of political participation are more influential than others. For example, there are many different types of interest groups that campaign for different issues (1 mark analysis). Some of the most popular interest groups include the National Rifle Association (NRA) or Black Lives Matter (1 mark KU). In the USA, interest groups with the biggest memberships and budgets tend to have the most influence on government decision making eg the NRA (1 mark evaluation). However, participation rates for trade unions are much lower. There is no legal right to join a trade union in the USA and numbers of members are falling (1 mark analysis). There is now around 10% of public sector workers and 5% of private sector workers who are members of trade unions, compared to around 20% in 1983 (1 mark KU).</p> <p>(Total 6 marks - 3 marks KU, 2 analysis, 1 mark evaluation).</p> <p>Credit reference to aspects of the following:</p> <p>World Power: China</p> <p>People can influence government decision making in the following ways:</p> <ul style="list-style-type: none"> • each level of government (local, district, regional and national) has elected officials with decision making powers • several other parties exist other than the CPC eg the China Democracy League has over 200,000 members • Chinese people can join a political party - around 7% of Chinese population (85 million) are members of the CPC • Chinese people do have access to the internet and can use social media sites such as Weibo • there are numerous tv and radio stations • street protests are common eg growth of pro-Democracy movement in Hong Kong • growing membership of All-China Federation of Trade Unions and All Women Federation.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Limits to influencing government decision making:</p> <ul style="list-style-type: none"> • other parties only exist with the permission of the CPC and cannot act as an opposition • all local elections are dominated by CPC and all candidates must be approved by them • CPC membership is not open to everyone and is by invite only • massive expenditure on internet monitoring, many western sites such as Google and the BBC are blocked • protests have to be sanctioned by the CPC and any dissent shown is ruthlessly dealt with by security forces • the media is heavily censored - China ranked 173 out of 178 countries on Index of Press Freedom. <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 the question:</p> <p>Response 1: The Chinese state is essentially a one party dictatorship and as such, very few opportunities exist for citizens to influence the government. Elections do take place but all the candidates have to be vetted and agreed by the Chinese Communist Party before they are allowed to stand.</p> <p>(Total 2 marks - 1 mark KU, 1 mark analysis).</p> <p>Response 2: Chinese citizens can't access many western web pages and even searching using terms like 'democracy' or 'protest' are banned and blocked by what is referred to as the 'Great Firewall of China' (1 mark KU). This demonstrates the lengths that the Chinese government will go to in order to monitor and control any dissent or protest by ordinary Chinese citizens. However, these controls haven't stopped pro-Democracy activists, particularly in Hong Kong, from protesting in favour of Human Rights issues and greater Democracy. This highlights that despite controls being put in place, many Chinese people are risking arrest and imprisonment in order to campaign for more rights (2 marks analysis, 1 mark evaluative).</p> <p>(Total 4 marks - 1 mark KU, 2 marks analysis, 1 mark evaluative).</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(c)	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source, to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between 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 relation to the context.</p>	20	<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>World Issue: Development in Africa</p> <p>Accept references to economic, political and social factors affecting development.</p> <p>Economic:</p> <ul style="list-style-type: none"> • the effects of debt on development. Africa has a debt burden in excess of \$200 billion with annual debt repayments of \$14 billion which means money being diverted away to service World Bank and IMF debts • conditions attached by the IMF when lending to the region are punitive • use of cash crops to repay debt means farmers/countries can suffer due to market fluctuations and over supply • Africa's share of world trade has shrunk from 8% to around 2% during the last 30 years, affecting economic growth. <p>Political Factors:</p> <ul style="list-style-type: none"> • armed conflict affects crop cultivation, supply routes, cash being diverted away to finance the conflict • Oxfam reported that the financial impact of armed conflict in Africa over a 15-year period was nearly \$300 billion, leading to, on average, 50 % more infant deaths, a 5-year reduction in life expectancy and an increase in adult illiteracy • armed conflict creates refugees who are without food, water, shelter or medical aid • emergency aid often halted or disrupted due to armed conflict, and food production can often plummet • bad Governance and kleptocracy can be factors which prevent development in Africa. In Nigeria, up to \$3 billion was lost due to theft by its dictator.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> • factors which affect or influence a specific issue • the relative importance of these factors • analysis and balanced comment of specific factors on a giving issue • 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>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 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>Social Factors:</p> <ul style="list-style-type: none"> • HIV/AIDS - The AIDS epidemic has had a huge impact on development. Over 20 million Africans have HIV/AIDS with 1.5 million people dying each year. The virus disproportionately affects younger people with half of those infected being under 25 years of age • HIV/AIDS places a huge cost on countries. Hospitals and health services cannot cope with the epidemic • reduction in life expectancy of up to 20 years and in some countries over 30 % of the population are infected • impact of malaria - estimated that the impact of malaria accounts for \$12 billion per year. WHO estimates that malaria accounts for up to 50% of hospital admissions • poor educational attainment holds development back, debt repayment has affected educational provision with free education ending in many of the countries. <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 question:</p> <p>Response 1: One factor that can affect development in Africa is the crippling debt that many African countries have to governments and organisations such as the World Bank and the IMF. African countries owe over \$200 billion and debt repayments often mean that many social programmes such as Health and Education projects suffer due to countries having to pay back the debt.</p> <p>(Total 2 marks - 2 marks KU).</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Response 2: No single factor can be seen as being the most important factor in preventing development in Africa. Their importance depends on the region or country affected and the impact of a particular factor on development. For example, in countries where conflict and civil war exists such as Angola, development and reconstruction can be hindered due to conflict affecting population displacement and crop cultivation (1 mark KU, 1 mark evaluation). However, in areas without conflict but a high number of HIV/AIDS infections then this health factor can inhibit growth and development. Therefore, we can see that the importance of a factor depends on location and individual circumstances of the region or country affected (1 mark analysis, 1 mark evaluation).</p> <p>(Total 4 marks - 1 mark KU, 1 mark analysis, 2 mark evaluation).</p> <p>Response 3: When studying the impact and effects of different factors on development in Africa, it is clear that many factors are linked and can affect each other. For example, the growth of HIV/AIDS in parts of Africa can seriously affect the economic performance of a country and many days employment are lost through death, illness or caring for family members who are ill (1 mark KU, 1 mark analysis). This also puts a financial strain on health services and budgets as they struggle to cope with the high cost of paying for medicines and treating HIV patients. Also, in Africa many of the victims are young and many are nurses or teachers too which means that countries struggle to employ new teachers and nurses in order to replace those that have fallen victim to the virus (1 mark KU, 1 mark analysis). This shows that many factors are interlinked and have an impact on not just development but also impacting upon other factors that prevent development. Therefore, there is a vicious cycle of problems and issues all affecting growth and development in countries such as Botswana in Africa (2 marks evaluation).</p> <p>(Total 6 marks - 2 mark KU, 2 mark analysis, 2 mark evaluation).</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Credit reference to aspects of the following:</p> <p>World Issue: International Terrorism:</p> <p>Causes of Terrorism:</p> <ul style="list-style-type: none"> • social, economic and political causes of terrorism • terrorist groups and perpetrators of terrorist acts often have different motivations • there does not appear to be a single factor that explains the motivation for individual to collective terrorist acts • some who engage in terrorist acts may solely be doing so for personal reasons such as hate or for a desire for power • some carry out terrorists acts due to psychological reasons eg Dylan Roof's mass shooting in the USA • political motivation - if democratic rights and solutions are not available as a way of settling disputes, or allowing the disadvantaged to have a say or a voice some may resort to violent acts. Breivik's views on White Nationalism and Immigration showed some sort of political motivation • group psychology explanations for terrorist acts have had some success in trying to look at the processes within a group dynamic to help explain terrorist acts • some terrorist groups will see their use of terrorism as a way of imposing their ideologies onto a nation or a people. Ideologies can encompass religious or political philosophies and ideas eg the IRA and Tamil Tigers in Sri Lanka. Some could argue that ISIL are motivated by a politico-religious ideology • there is also evidence that socio-economic conditions can often lay the ground and sow the seeds for terrorist recruitment, particularly in the developing world. Economic deprivation, poverty and income inequality can make it easier for terrorist organisations to recruit followers. For example, in Gaza and the Palestinian Territories.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(d)	<p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source, to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between 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>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>	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> <p>World Issue: International Terrorism:</p> <ul style="list-style-type: none"> • national and international attempts to resolve international terrorism in relation to military, humanitarian and financial actions • regional and international attempts to resolve terrorism by organisations such as the UN, NATO, the EU and African Union • UK counter terrorism strategy to deal with terrorism in UK with the aim to disrupt financial supply networks and ISIL volunteers leaving UK and joining ISIL in Syria. The Office for Security and Counter Terrorism and the Treasury are jointly responsible for UKs Counter Terrorist Finance Strategy • increased legislation including The Terrorism Asset Freezing Act 2010 and Al Qaeda Asset Freezing Regulations 2011 give police forces the power to freeze bank accounts of those suspected of terrorist involvement • increase in finance for community work schemes in areas of high Muslim UK populations to counter growth of extremism • UK humanitarian schemes using DFID to lead the UK humanitarian response in areas of high ISIL recruitment such as Iraq etc totalling around £60 million • UK military attempts to resolve terrorism. Training and equipping of Kurdish Peshmerga to take fight to ISIL. Also, use of air strikes to disrupt ISIL positions • the United Nations. The United Nations Global Counter Terrorism Strategy intends to enhance national, regional and international efforts to combat terrorism. Its main aims are: tackle the conditions that cause terrorism, prevent and combat terrorism, respect human rights for all and rule of law while countering terrorism • the UN can also use peace keeping troops in those areas rife with terrorist activities and recruitment eg Libya and involvement in Iraq and the wider Middle East

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p>Credit responses that make reference to:</p> <ul style="list-style-type: none"> • national and international attempts to solve a given issue • the extent to which attempts have been successful • the extent to which attempts have had limited success • analysis and balanced comment of the extent of success in tackling a given issue • 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>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>		<ul style="list-style-type: none"> • European Union. After attacks on London and Madrid, EU established a Counter Terrorism Coordinator to oversee the EU member states' responses to terrorism. Other measures include the Data Retention Directive which allows governments to keep and monitor telephone records for up to a year as well as insisting that banks investigate and report all transactions of more than €15,000. The EUs counter terrorism strategy also includes the Prevent, Protect, Pursue and Respond initiative • NATO. Following end of the Cold War, NATO refocused its main purpose to one of tackling the threat of global terrorism and to create strategies that deal with international security. Operation Active Endeavour - NATO's main anti-terrorist strategy. It aims to disrupt activity in the Mediterranean Sea and to monitor and intercept suspect boats and vessels • the Defence Against Terrorism Programme of Work (DATPOW) attempts to use modern technology to strengthen the fight against terrorism. Also, sharing of terrorism related information between member states has increased and is much more detailed and effective than it previously was • NATO has also created their own Response Force of land, air and maritime Special Forces to react and respond to threats to international security very quickly • African Union established an African Centre for the study and research on terrorism which advises and supports African regimes in tackling terrorist threats and activities. The AU also promotes enhanced cooperation and information sharing on terrorist groups, their activities and intended targets. <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>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 - International Terrorism.</p> <p>Response 1: The European Union has attempted to tackle international terrorism by introducing directives that allow EU member governments to retain telephone records for up to a year as well as sharing information among member states. One such example is Prevent, Protect, Pursue and Respond Strategy (2 marks KU).</p> <p>(Total 2 marks - 2 marks KU).</p> <p>Response 2: The European Union has attempted to tackle international terrorism by introducing directives that allow EU member governments to retain telephone records for up to a year as well as sharing information among member states. One such example is Prevent, Protect, Pursue and Respond Strategy (2 marks KU). However, critics say that the EUs approach does not tackle the root cause of terrorism. Critics also state that the number of attacks on EU soil is rising, eg attacks in Paris, Belgium and Berlin. This indicates that the EU has not been effective as attacks are not only continuing, they are increasing in frequency (1 mark analysis, 1 mark evaluation).</p> <p>(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
			<p>Response 3: Some argue that the United Nations has been moderately successful in tackling international terrorism. They have the power of the international community behind them as well as the power to impose financial or political sanctions on countries that are seen to support terrorist groups (1 mark KU, 1 mark evaluation). They have been successful at keeping the peace in trouble spots around the world where terrorism could be an issue. However, 5 permanent members having a veto means that they can often stop criticism of their actions or their allies actions which could, in turn, lead to increased anger by groups and, possibly, increased terror attacks (2 marks analysis). For example, the US use of the veto to stop criticism of Israel in terms of their treatment of Palestine in the disputed territories has led to increased attacks in Israel by Hamas and other groups, this shows that the actions of UN members can sometimes lead to further terrorist attacks rather than decreasing them (1 mark KU, 1 mark evaluation).</p> <p>(Total 6 marks - 2 marks KU, 2 mark analysis, 2 mark evaluation).</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Credit reference to aspects of the following:</p> <p>World Issue: Development in Africa:</p> <ul style="list-style-type: none"> • the work of NGOs such as Christian Aid, Save the Children, Oxfam, Action Aid, etc NGOs will target specific groups and provide specialist services • different types of aid and some of the problems associated with Bilateral Aid, Tied Aid and Food Aid • Food Aid: can often be misdirected by corrupt regimes. Short term solution which doesn't address long term causes of the issue • Tied Aid: often favours donor country rather than receiving country • success of campaign against Tied Aid and benefits of it: increased competition with local companies often benefitting which aids local economy providing more jobs and increased spending • African Union aims to encourage economic cooperation and promoting right if African nations to run their own affairs. AU often criticised for being too bureaucratic and slow to respond to crises. AU poorly financed which limits its scope to achieve its aims • progress towards Millennium Development Goals. Progress is slow and inconsistent • work of UN and its agencies: UNICEF, WHO, FAO, WFP. UN has an excellent track record of providing assistance. However, underfunding and countries cutting back on voluntary contributions has meant restrictions or cancellations of key projects. UN's work is often undermined by corrupt regimes and bad governance • EU: committed to Cotonou Agreement. Criticism that terms of agreement weighed too much in favour of EU. Also criticised for being too slow and inefficient with aid being miss-spent • DFID: UK largest contributor to an International Development Association however UKs overall contribution of 0.4% of GDP is lower than the 0.7% that UK is committed to.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible approaches to answering the question - Development in Africa.</p> <p>Response 1: One attempt at tackling development in Africa is through the work of the UN. They have many specialist agencies that aim to tackle specific issues. For example, UNICEF works to improve the health and well-being of mothers and babies and the World Food Programme aims to improve farming practices in the developing world (2 marks KU).</p> <p>(Total 2 marks - 2 marks KU).</p> <p>Response 2: One attempt at tackling development in Africa is through the work of the UN. They have many specialist agencies that aim to tackle specific issues. For example, UNICEF works to improve the health and well-being of mothers and babies and the World Food Programme aims to improve farming practices in the developing world (2 marks KU). UNICEF has been successful as they are involved in 45 African nations and millions of mothers and babies have benefitted from the work of UNICEF. However, the scale of the problem and with the ongoing AIDS crisis makes it particularly difficult for UNICEF to be fully successful. Therefore, they have had mixed fortunes in tackling the issue (1 mark analysis, 1 mark evaluation).</p> <p>(Total 4 marks - 2 marks KU, 1 mark analysis, 1 mark evaluation).</p>

[END OF MARKING INSTRUCTIONS]