



National  
Qualifications  
2025

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## **2025 Modern Studies**

### **Paper 1**

### **Higher**

## **Question Paper Finalised Marking Instructions**

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## General marking principles for Higher Modern Studies Paper 1

*Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) Where a candidate does not comply with the rubric of the paper and answers two parts in one section, mark both responses and record the better mark.
- (d) Marking must be consistent. Never make a hasty judgement on a response based on length, quality of handwriting or a confused start.
- (e) Use the full range of marks available for each question.
- (f) The detailed marking instructions are not an exhaustive list. Award marks for other relevant points.
- (g) Award marks only where points relate to the question asked. Where candidates give points of knowledge without specifying the context, award marks unless it is clear that they do not refer to the context of the question.
- (h) Award marks for knowledge/understanding where points are:
  - relevant to the issue in the question
  - developed (by providing additional detail, exemplification, reasons or evidence)
  - used to respond to the demands of the question (for example evaluate, analyse).

## Marking principles for each question type

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

The extended-response questions used in this paper are:

- discuss . . . **20 marks**
- to what extent . . . **20 marks**
- evaluate . . . **12 marks**
- analyse . . . **12 marks**

### Extended-response (12 or 20 marks)

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

**For 20-mark questions**, award **up to 8 marks** for knowledge and understanding (description, explanation and exemplification). Award the remaining marks for the demonstration of higher-order skills of analysis **and** evaluation **and** structured argument. Where a candidate makes more analytical/evaluative points than are required to gain the **maximum allocation of 6 marks**, award as knowledge and understanding marks provided they meet the criteria for this.

In *Section 1 – Democracy in Scotland and the United Kingdom* and *Section 2 – Social Issues in the United Kingdom*, award marks where candidates' responses refer to Scotland only, to the United Kingdom only, or to both Scotland and the United Kingdom.

- **Discuss** questions  
Candidates communicate ideas and information on the issue in the statement.  
Candidates gain marks for analysing and evaluating different views of the statement or viewpoint.
- **To what extent** questions  
Candidates gain marks for analysing the issue in the question and coming to a conclusion or conclusions which involve an evaluative judgement, which is likely to be quantitative in nature.
- **Evaluate** questions  
Candidates gain marks for making a judgement based on criteria; for determining the value of something.
- **Analyse** questions  
Candidates gain marks for identifying parts of an issue, the relationship between these parts and their relationships with the whole; and for drawing out and relating implications.

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

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

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

\*Where a candidate makes more analytical and/or evaluative points required to gain the maximum allocation of marks, award these as knowledge and understanding marks, provided they meet the criteria for this.

**Note:** answers to **20-mark** questions should demonstrate at least two relevant aspects of knowledge and provide detailed analysis and evaluation.

For **full marks** in the KU aspect of the question (8/8), a response **must** include a range of points, have detailed explanation, and include a range of accurate exemplification.

Award a **maximum of 6 marks** (from 8 for KU) if there is no exemplification.

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

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

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

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

**Note:** answers to **12-mark** questions should demonstrate at least two relevant aspects of knowledge.

For **full marks** in the KU aspect of the question (8/8), a response **must** include a range of points, have detailed explanation and include a range of accurate exemplification.

Award a **maximum of 6 marks** (from 8 for KU) if there is no accurate or relevant exemplification.

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

## Marking instructions for each question

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

Question			General marking instructions	Max mark	Detailed marking instructions for this question
1.	(a)		<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (for example of an idea, theory, argument) and clearly show at least <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views or interpretations</li> <li>• possible consequences or implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <p>Evaluation involves making judgments based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact or significance of the factors when taken together; the relative importance of factors in relation to the context.</p>	20	<p>Candidates can gain marks in a number of ways up to a <b>maximum of 20 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• ongoing debate around alternative views about the most effective way to govern Scotland</li> <li>• analysis and evaluation of the alternative views about the most effective way to govern Scotland.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• the ongoing debate around independence and a second independence referendum</li> <li>• competing views of political parties</li> <li>• devolution – the status quo</li> <li>• extra powers for Scotland within the devolution settlement – devolution max</li> <li>• federalism</li> <li>• repeal the Scotland Act and return full power to Westminster</li> <li>• constitutional implications of alternatives to the future governance of Scotland.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b>  The independence referendum of 2014 was a victory for those that wished Scotland to remain part of the UK, with 55% of Scottish voters saying that they wanted to remain. <b>(1 mark KU)</b> This shows that Scotland wished to remain part of the UK and many argue that this is the most effective way to continue governing Scotland. <b>(1 mark analysis)</b>  <b>Total 2 marks – 1 mark KU, 1 mark analysis</b></p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
			<p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Award up to <b>full marks</b> if candidates answer within a Scottish context only, a UK context only, or refer to both Scotland and the UK as appropriate.</p> <p>Where candidates make more analytical and/or evaluative points than are required to gain the maximum allocation of marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p><b>Response 2</b> The Labour Party argue that by keeping the current devolution settlement Scotland has the best of both worlds. <b>(1 mark KU)</b> They argue that there is no reason to change or become independent as Scotland has the benefit of extra powers and the protection of being part of the UK. <b>(1 mark KU)</b> While the Scottish Parliament currently has some powers in very important areas, such as health and education, international issues such as defence are reserved to Westminster. This provides greater international security and supports Labour's view. <b>(1 mark analysis)</b> <b>Total 3 marks – 2 marks KU, 1 mark analysis</b></p> <p><b>Response 3</b> Some people argue that independence is the most effective way to govern Scotland. This means that Scotland would be fully responsible for all the decisions taken and powers used in Scotland. <b>(1 mark KU)</b> They argue that Westminster does not listen to the people of Scotland and often acts against their interests. For example, in 2017 a motion passed in the Scottish Parliament for a second independence referendum. <b>(1 mark KU)</b> However, successive Prime Ministers such as Boris Johnston and Theresa May, have said that Scotland won't be getting another vote for a long time. <b>(1 mark KU)</b> They stated that the 2014 vote was a 'once in a generation' event. This provides evidence that Westminster can overrule the Scottish Parliament and strengthens the SNP's view. <b>(1 mark KU, 1 mark analysis)</b> This shows a clear difference between the views of nationalists and unionists on how to govern Scotland. Unionists believe that there is still a role for Westminster while nationalists argue that the Scottish Parliament should be in full control of government. <b>(1 mark evaluation)</b> <b>Total 6 marks – 4 marks KU, 1 mark analysis, 1 mark evaluation</b></p>



Question			General marking instructions	Max mark	Detailed marking instructions for this question
	(b)		<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (for example of an idea, theory, argument) and clearly show at least <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views or interpretations</li> <li>• possible consequences or implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <p>Evaluation involves making judgments based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact or significance of the factors when taken together; the relative importance of factors in relation to the context.</p>	<b>20</b>	<p>Candidates can gain marks in a number of ways up to a <b>maximum of 20 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• analysis and evaluation of the positive social, economic and political impact of Brexit</li> <li>• analysis and evaluation of the negative social, economic and political impact of Brexit.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• economic arguments: <ul style="list-style-type: none"> <li>– access to EU free market and trade</li> <li>– impact on GDP growth</li> <li>– value of the pound</li> <li>– employment law and workers' rights (for example EU Working Time Directive)</li> <li>– World Trade Organisation rules</li> <li>– bilateral trade agreements</li> <li>– Irish trade and border issues</li> <li>– combined impact of Brexit and COVID-19 on economy</li> <li>– shortages on supermarket shelves and increased prices</li> </ul> </li> <li>• social arguments: <ul style="list-style-type: none"> <li>– impact on immigration policy</li> <li>– status of EU citizens in UK</li> <li>– border control (including Ireland)</li> <li>– freedom of movement and immigration</li> <li>– human rights issues</li> <li>– security</li> <li>– Europol</li> <li>– European Arrest Warrant</li> <li>– impact of COVID-19</li> </ul> </li> <li>• political arguments: <ul style="list-style-type: none"> <li>– protest across UK</li> <li>– Scottish independence</li> <li>– Northern Ireland peace process</li> <li>– division within the Conservatives/Labour</li> </ul> </li> </ul>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
			<p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Award up to <b>full marks</b> if candidates answer within a Scottish context only, a UK context only, or refer to both Scotland and the UK as appropriate.</p> <p>Where candidates make more analytical and/or evaluative points than are required to gain the maximum allocation of marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<ul style="list-style-type: none"> <li>- disputes between Parliaments</li> <li>- sovereignty and legislative autonomy</li> <li>- UK's global influence as part of the EU and influence as a sovereign nation</li> <li>- impact of COVID-19.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b> Some argue that Brexit has harmed the UK economy in comparison to the EU and other global counterparts. The UK is the only country out of the G7 group of countries that has yet to see their economy return to the pre-COVID-19 size. The US economy has increased by 4.4% whereas the UK economy has shrunk by 0.8%. <b>(2 marks KU)</b> This highlights the negative impact that Brexit has had on the UK economy. Whilst others have recovered and have grown, the UK economy seems to be doing much worse. <b>(1 mark analysis)</b> <b>Total 3 marks – 2 marks KU, 1 mark analysis</b></p> <p><b>Response 2</b> The UK voted to give up membership of its largest trading partner. Over 40% of UK exports are to the EU and over 50% of imports come from EU countries. <b>(1 mark KU)</b> Those in favour of Brexit argued that it would be easier for the UK to get new trade deals with countries such as the US and New Zealand and would lead to greater choice for UK consumers. However, since Brexit, some supermarkets are reporting shortages of fruit and vegetables, and some have even rationed the amount of these products that people could buy with Asda limiting some goods to three per shopper. Critics of Brexit blame Britain leaving the EU as the main cause of this. <b>(2 marks KU)</b> However, those that are pro-Brexit explain the empty shelves as a consequence of very poor weather impacting on the number of crops being grown and is a much more significant factor than any delays caused by Brexit. The perception of many is that Brexit has either caused the shortage or made the situation much, much worse. <b>(2 marks analysis)</b> <b>Total 5 marks – 3 marks KU, 2 marks analysis</b></p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
					<p><b>Response 3</b></p> <p>By leaving the EU, the UK has regained sovereignty and control over its own law and legal affairs. The UK Parliament, Scottish Parliament and the UK Supreme Court are now the main creators and interpreters of laws in the UK rather than the EU and EU courts whose laws and legal decisions currently override those of the UK. <b>(2 marks KU)</b> However, while this is a popular prospect among the UK public, there are problems if UK laws start to differ too much from the laws of the EU zone. Many human rights, working rights, and food and safety standards are based on EU laws. There is a fear that human rights and workers' rights may be removed to make it easier for businesses to operate in the UK and make profits. <b>(1 mark KU, 1 mark analysis)</b> If we introduce lower standards of safety in our products or food, we will find it difficult to sell them into the EU market as they will not comply with their standards, which could be damaging to our economy, especially to small and medium-sized enterprises. <b>(1 mark analysis)</b> So while the government and population may see a gain in sovereignty as a massive plus, it could cause some economic problems such as reducing exports. <b>(1 mark evaluation)</b></p> <p><b>Total 6 marks – 3 marks KU, 2 marks analysis, 1 mark evaluation</b></p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
	(c)		<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (for example of an idea, theory, argument) and clearly show at least <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views or interpretations</li> <li>• possible consequences or implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <p>Evaluation involves making judgments based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact or significance of the factors when taken together; the relative importance of factors in relation to the context.</p>	<b>20</b>	<p>Candidates can gain marks in a number of ways up to a <b>maximum of 20 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• the effect of age on UK voting behaviour</li> <li>• the extent to which age can be used to explain voting behaviour when compared to the influence of other factors</li> <li>• the interaction of different factors.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• age</li> <li>• ethnicity</li> <li>• sex</li> <li>• social class</li> <li>• traditional media/social media</li> <li>• household income</li> <li>• employment status</li> <li>• nationality</li> <li>• single issues</li> <li>• party leader image/profile</li> <li>• geographical location.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b>  One way that age affects voting behaviour is that younger voters are more likely to vote for left of centre parties such as Labour. Right of centre parties such as the Conservatives have done poorly among young voters recently. For example, in the 2024 General Election, Labour gained 41% of votes from 18-24-year-olds while only 8% of this group voted Conservative. <b>(2 marks KU)</b>  <b>Total 2 marks – 2 marks KU</b></p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
			<p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Award up to <b>full marks</b> if candidates answer within a Scottish context only, a UK context only, or refer to both Scotland and the UK as appropriate.</p> <p>Where candidates make more analytical and/or evaluative points than are required to gain the maximum allocation of marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p><b>Response 2</b>  One way that age affects voting behaviour is that younger voters are more likely to vote for left of centre parties such as Labour. Right of centre parties such as the Conservatives have done poorly among young voters recently. For example, in the 2024 General Election, Labour gained 41% of votes from 18-24-year-olds while only 8% of this group voted Conservative. <b>(2 marks KU)</b> Class de-alignment may have resulted in a changing pattern of voting for the two biggest parties with 27% of AB voters voting Conservative and 36% voting Labour. <b>(1 mark KU)</b> More affluent voters seem to have moved to Labour which would have seemed unlikely in previous decades. However, it may be that other factors, such as the rise of Reform UK who only polled 10% of this group, are now more important than both age and class. <b>(1 mark evaluation, 1 mark analysis)</b>  <b>Total 5 marks – 3 marks KU, 1 mark analysis, 1 mark evaluation</b></p> <p><b>Response 3</b>  Age influences voting behaviour as younger voters are more likely to vote for left of centre parties, with 59% of 18–24-year-old voters voting Labour or Green in 2024. <b>(1 mark KU)</b> However, younger voters are also less likely to vote, with more than half of young voters not voting in 2024. This compares to only 24% of over 65’s choosing not to vote, showing that age influences both who you vote for and the likelihood that you will vote at all. <b>(1 mark KU, 1 mark analysis)</b>  <b>Total 3 marks – 2 marks KU, 1 mark analysis</b></p> <p><b>Response 4</b>  In recent years newspaper sales have fallen dramatically. For example, the Daily Record’s sales have fallen to below 50,000 per day. <b>(1 mark KU)</b> This shows that the ability of the Daily Record to influence voting behaviour has declined as it is no longer the sole news provider for its readers who may now be influenced by a variety of online sources. <b>(1 mark analysis)</b> This can be further analysed when considering that this move to new media sources such as X, is impacting younger voters more than older voters. <b>(1 mark analysis)</b>  <b>Total 3 marks – 1 mark KU, 2 marks analysis</b></p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
					<p><b>Response 5</b></p> <p>The 2024 General Election perhaps shows that one of the main explanations for voting behaviour could be the image of the party leaders. This was a positive for Reform UK as their leader, Nigel Farage, managed to gain a great deal of coverage in the traditional press and on social media, even though they had no seats. <b>(1 mark KU)</b> This coverage, combined with their single issue of immigration, provided a straightforward message and attracted many voters from lower income households (17% of those earning less than £30,000 per year) <b>(1 mark KU, 1 mark analysis)</b> This shows that although the leader's image is important, this factor or any other in isolation, cannot explain voting behaviour adequately. Image, issue and income have all combined. <b>(1 mark evaluation)</b></p> <p><b>Total 4 marks – 2 marks KU, 1 mark analysis, 1 mark evaluation</b></p>

## Section 2 – Social issues in the United Kingdom

### Part A – Social inequality

Question			General marking instructions	Max mark	Detailed marking instructions for this question
2.	(a)		<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (for example of an idea, theory, argument) and clearly show at least <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views or interpretations</li> <li>• possible consequences or implications</li> <li>• underlying order or structure</li> <li>• understanding of the relative importance of components.</li> </ul> <p>Evaluation involves making judgments based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact or significance of the factors when taken together; the relative importance of factors in relation to the context.</p>	20	<p>Candidates can gain marks in a number of ways up to a <b>maximum of 20 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• the reasons why health inequalities exist</li> <li>• relative importance of reasons why health inequalities exist.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• poverty/income</li> <li>• gender</li> <li>• race</li> <li>• lifestyle choices</li> <li>• housing</li> <li>• access to health services.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p> <p><b>Response 1</b> It is estimated that around 30% of adults in Scotland are clinically obese and 65% are overweight. <b>(1 mark KU)</b> Obesity is more common amongst those who live in poverty as those in poverty are more likely to purchase cheaper processed food and struggle to afford the recommended five portions of fruit and vegetables per day. <b>(1 mark analysis)</b> <b>Total 2 marks – 1 mark KU, 1 mark analysis</b></p> <p><b>Response 2</b> Smoking is a lifestyle choice that causes health inequality. According to the ONS, 13% of people in the UK smoke. <b>(1 mark KU)</b> Smoking is also more common amongst those who live in poverty with approximately one-third of smokers living in deprived areas. <b>(1 mark KU)</b> This highlights a health inequality as those in poverty</p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
			<p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Award up to <b>full marks</b> if candidates answer within a Scottish context only, a UK context only, or refer to both Scotland and the UK as appropriate.</p> <p>Where candidates make more analytical and/or evaluative points than are required to gain the maximum allocation marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>may be more likely to smoke to relieve the stress and anxiety that their poverty causes. <b>(1 mark analysis)</b>  <b>Total 3 marks – 2 marks KU, 1 mark analysis</b></p> <p><b>Response 3</b>  A man born in Bridgeton (a deprived area in Glasgow) can expect to live 14 years less on average than a man who lives in Jordanhill (a wealthy area in Glasgow). <b>(1 mark KU)</b> Those who live in poverty may struggle to afford healthy fresh food and therefore rely on poorer quality alternatives. This has been made worse by the recent cost of living crisis. <b>(1 mark KU)</b> There is clear evidence that living through this type of daily poverty contributes to an increased risk from diseases such as heart disease and strokes, which leads to double the chance of death for poor people. <b>(1 mark KU, 1 mark analysis)</b> The huge difference in life expectancy and the long-term effect of stress shows that living in poverty negatively influences health and shortens lives and it is the major factor in causing health inequality. <b>(1 mark evaluation)</b>  <b>Total 5 marks – 3 marks KU, 1 mark analysis, 1 mark evaluation</b></p>



Question			General marking instructions	Max mark	Detailed marking instructions for this question
	(b)		<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (for example of an idea, theory, argument) and clearly show at least <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views or interpretations</li> <li>• possible consequences or implications</li> <li>• underlying order or structure</li> <li>• understanding of the relative importance of components.</li> </ul> <p>Evaluation involves making judgments based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact or significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments. Award up to <b>6 marks</b> per point.</p>	<b>20</b>	<p>Candidates can gain marks in a number of ways up to a <b>maximum of 20 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• government policies that have targeted social and economic inequalities</li> <li>• analysis and evaluation of the effectiveness of government policies in reducing social and economic inequalities.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• benefits such as Universal Credit, Childcare Allowance, Jobseeker's Allowance, Child Benefit, State Pensions, Winter Fuel Payment</li> <li>• Disability Living Allowance, Adult Disability Payment</li> <li>• Scottish Welfare Fund, Scottish Five Family Payments</li> <li>• National Minimum Wage</li> <li>• National Living Wage</li> <li>• Government measures to alleviate the cost of living crisis</li> <li>• Equalities Act</li> <li>• specific policies to reduce health inequalities such as free prescriptions, minimum unit pricing, smoking restrictions.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p> <p><b>Response 1</b> In Scotland, the SNP Government has introduced measures to tackle inequality. One of these is the Scottish Child Payment. This is a weekly payment of £26.70 that parents on benefits and in poverty can get for every child who is under 16. <b>(1 mark KU)</b> <b>Total 1 mark – 1 mark KU</b></p> <p><b>Response 2</b> The Scottish Government, in 2018, was the first country in the UK to introduce Minimum Unit Pricing for alcohol. <b>(1 mark KU)</b> This policy now sets a minimum unit price for alcohol of 65p which in turn increases the price of many alcoholic drinks such as cheap ciders and alcopops. <b>(1 mark KU)</b>. This measure has reduced alcohol</p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
			<p>Award up to <b>full marks</b> if candidates answer within a Scottish context only, a UK context only, or refer to both Scotland and the UK as appropriate.</p> <p>Where candidates make more analytical and/or evaluative points than are required to gain the maximum allocation marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>related deaths in Scotland by 13% over recent years and is therefore effective at reducing health inequalities. <b>(1 mark evaluation)</b>  <b>Total 3 marks – 2 marks KU, 1 mark evaluation</b></p> <p><b>Response 3</b>  Many Scottish school children from lower income families receive a benefit called the Educational Maintenance Allowance (EMA). This is £30 a week to encourage young adults to continue their education after 15 years of age. <b>(1 mark KU)</b> This policy aims to provide them with more qualifications and increase their earning potential in years to come and therefore help close the attainment gap. <b>(1 mark KU)</b> In Scotland, 17,000 school children get this benefit to spend as they see fit. <b>(1 mark KU)</b> However, this clearly shows that there has been mixed success as inequalities still exist. For example, the richest children remain three times more likely to go to university than the poorest. <b>(1 mark evaluation)</b>  <b>Total 4 marks – 3 marks KU, 1 mark evaluation</b></p>

## Part B – Crime and the law

Question			General marking instructions	Max mark	Detailed marking instructions for this question
	(c)		<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (for example of an idea, theory, argument) and clearly show at least <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views or interpretations</li> <li>• possible consequences or implications</li> <li>• underlying order or structure</li> <li>• understanding of the relative importance of components.</li> </ul> <p>Evaluation involves making judgments based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact or significance of the factors when taken together; the relative importance of factors in relation to the context.</p>	20	<p>Candidates can gain marks in a number of ways up to a <b>maximum of 20 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• analysis and evaluation of various factors that may cause crime</li> <li>• analysis and evaluation of various theoretical explanations of crime.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• biological factors: <ul style="list-style-type: none"> <li>– human nature</li> <li>– genetics</li> <li>– ancestry</li> </ul> </li> <li>• sociological factors: <ul style="list-style-type: none"> <li>– poverty</li> <li>– environment</li> <li>– addiction</li> <li>– peer pressure</li> <li>– media</li> <li>– religious norms and beliefs</li> </ul> </li> <li>• theories and theorists: <ul style="list-style-type: none"> <li>– individualistic/human nature theory</li> <li>– strain theory</li> <li>– labelling theory</li> <li>– sub-cultural theory</li> <li>– Marxist theory</li> </ul> </li> <li>• research: <ul style="list-style-type: none"> <li>– twin studies</li> <li>– warrior gene</li> <li>– prefrontal cortex.</li> </ul> </li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
			<p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Award up to full marks if candidates answer within a Scottish context only, a UK context only, or refer to both Scotland and the UK as appropriate.</p> <p>Where candidates make more analytical and/or evaluative points than are required to gain the maximum allocation marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b> When considering what leads an individual to commit a crime such as a murder, it is common to wonder if the perpetrator is simply just ‘evil’. This idea that a person can be naturally evil leads to the theory that a person can be born biologically prone to being a violent criminal. Some theorists, such as Robert Hare, believe that conditions such as psychopathy are natural and unavoidable for some people. <b>(2 marks KU)</b> <b>Total 2 marks – 2 marks KU</b></p> <p><b>Response 2</b> Undeniably, a life of sustained poverty can have a huge impact on a person. Often those from ‘disadvantaged backgrounds’ have fewer educational qualifications and poorer living conditions which can force them down a path of criminal activity and reoffending. <b>(1 mark KU)</b> Strain theory is a concept developed by American sociologist Robert Merton. It states that ‘poverty does not cause criminality, but it is poverty’s consequences that can potentially lead a person down a criminal path.’ <b>(1 mark KU)</b> This highlights that those unable to achieve material wealth or success by legitimate means are more likely to resort to criminal or deviant behaviour to achieve this financial success. <b>(1 mark analysis)</b> This theory is however limited as it cannot be used to explain crimes with no financial motive for example, anti-social behaviour across Scotland on Guy Fawkes night in 2024, and so it does not provide a full explanation. <b>(1 mark evaluation)</b> <b>Total 4 marks – 2 marks KU, 1 mark analysis, 1 mark evaluation</b></p> <p><b>Response 3</b> Although people from all sections of society commit crime, there is a clear link between poverty and crime. There is a wealth of evidence to show poverty is one of the main causes of crime, as those with a low income may turn to crime to get what they need. In 2021–2022, Scottish Government statistics showed that 31% of the people in prison were from the 10% most deprived areas in Scotland. <b>(1 mark KU, 1 mark evaluation)</b> Deprived areas tend to have higher crime rates, and this suggests that poverty can lead to crime. For example, crime rates are higher in</p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
					Dundee City, Glasgow City and Aberdeen City than East Dunbartonshire, East Renfrewshire, and the Orkney Islands. It must be remembered that majority people in the most deprived areas never commit a crime and so the causes of crime must be more complex than a simple link to poverty. <b>(1 mark KU, 1 mark analysis)</b> <b>Total 4 marks – 2 marks KU, 1 mark analysis, 1 mark evaluation</b>

Question		General marking instructions	Max mark	Detailed marking instructions for this question
	(d)	<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (for example of an idea, theory, argument) and clearly show at least <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views or interpretations</li> <li>• possible consequences or implications</li> <li>• underlying order or structure</li> <li>• understanding of the relative importance of components.</li> </ul> <p>Evaluation involves making judgments based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact or significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Award up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>12 marks</b> for analytical or evaluative comments.</p>	<b>20</b>	<p>Candidates can gain marks in a number of ways up to a <b>maximum of 20 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• social and economic impacts of crime on wider society</li> <li>• analysis and evaluation of the significance of social and economic impacts of crime on wider society.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• impact of crime on communities</li> <li>• increased fear and isolation impacting on the wider community</li> <li>• cost to the Criminal Justice System (courts, prisons, police service)</li> <li>• cost to health services</li> <li>• impact of drug culture on communities</li> <li>• impact on economic investment, tourism and employment</li> <li>• economic cost of crime such as increased insurance costs and CCTV</li> <li>• decline of public trust in policing.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p> <p><b>Response 1</b> Crime impacts wider society in a number of ways. If crime such as anti-social behaviour is common in an area, then it affects the social cohesion of the community. This means that certain groups of people such as the elderly community, may be too scared and intimidated to leave their homes and will generally stay indoors, especially at night. <b>(1 mark KU)</b> <b>Total 1 mark – 1 mark KU</b></p> <p><b>Response 2</b> Crime impacts wider society in a number of ways. If crime such as anti-social behaviour is common in an area, then it affects the social cohesion of the community. This means that certain groups of people such as the elderly community, may be too scared and intimidated to leave their homes and will generally stay indoors, especially at night. <b>(1 mark KU)</b> This is more likely to be the</p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
			<p>Award up to <b>6 marks</b> per point.</p> <p>Award up to <b>full marks</b> if candidates answer within a Scottish context only, a UK context only, or refer to both Scotland and the UK as appropriate.</p> <p>Where candidates make more analytical and/or evaluative points than are required to gain the maximum allocation marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>case in deprived areas where youths often have little to do and sometimes turn to vandalism and disorder. <b>(1 mark analysis)</b></p> <p><b>Total 2 marks – 1 mark KU, 1 mark analysis</b></p> <p><b>Response 3</b></p> <p>Crime impacts wider society in a number of ways. If crime such as anti-social behaviour is common in an area, then it affects the social cohesion of the community. This means that certain groups of people such as the elderly community, may be too scared and intimidated to leave their homes and will generally stay indoors, especially at night. <b>(1 mark KU)</b> This is more likely to be the case in deprived areas where youths often have little to do and sometimes turn to vandalism and disorder. <b>(1 mark analysis)</b> This was the case in some parts of Edinburgh in 2023 and 2024 when riot police came under attack by gangs of youths who threw rocks and fireworks at them after fighting in the street. <b>(1 mark KU)</b></p> <p><b>Total 3 marks – 2 marks KU, 1 mark analysis</b></p>

## Section 3 – International issues

### Part C – World powers

Question			General marking instructions	Max mark	Detailed marking instructions for this question
3.	(a)		<p>Award an analysis mark where a candidate use their knowledge and understanding or a source, to identify relevant components (for example, of an idea, theory, argument) and clearly show at least <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views or interpretations</li> <li>• possible consequences or implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical comments.</p> <p>Award up to <b>6 marks</b> per point.</p>	12	<p>Candidates can gain marks in a number of ways up to a <b>maximum of 12 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• governmental decision-making in a world power</li> <li>• an analysis of the powers of one branch of government/institution relative to others.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• constitutional arrangements of any world power</li> <li>• executive power held by the President/Prime Minister/Cabinet</li> <li>• authority held by main legislative bodies</li> <li>• judicial authority</li> <li>• relationship between the executive, legislature, judiciary</li> <li>• relationship between national, state, provincial and local government</li> <li>• the role of political parties.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>World Power: China</b></p> <p><b>Response 1</b>  The Chinese executive, legislature and judiciary are all appointed, led or controlled by the Communist Party which keeps a strict control of almost all decision-making in the country. (1 mark KU)  <b>Total 1 mark – 1 mark KU</b></p>



Question			General marking instructions	Max mark	Detailed marking instructions for this question
			Where candidates make more analytical points than are required to gain the maximum allocation of marks, award these as knowledge and understanding marks provided they meet the criteria for this.		<p><b>World Power: USA</b></p> <p><b>Response 2</b>  The US Government is dominated by the executive branch, led by the President. All Bills must pass through Congress and to become law they require the President to sign them off. However, the President has the power to veto legislation he doesn't support. The President can effectively kill a Bill even if it has the support of Congress. <b>(1 mark KU, 1 mark analysis)</b> In theory, Congress can overturn a Presidential veto but this requires a two-thirds super-majority in both the House of Representatives and the Senate which, due to the partisan nature of politics, is very rare. <b>(1 mark analysis)</b>  <b>Total 3 marks – 1 mark KU, 2 marks analysis</b></p> <p><b>World Power: South Africa</b></p> <p><b>Response 3</b>  In the 2024 election, the ANC experienced a big drop in support, gaining 40% of the vote but losing its parliamentary majority <b>(1 mark KU)</b> In the upper house of parliament (the NCOP), the ANC now only has 43 of the 90 seats. <b>(1 mark KU)</b> As a result of this fall in support the ANC has had to join a coalition 'Government of National Unity' with nine other parties. <b>(1 mark KU)</b> This result has greatly reduced their ability to dominate decision-making in the national government as they must now compromise with their partners. <b>(1 mark evaluation)</b> However, it could be argued that this loss of influence is balanced partially by the fact that they still have majorities in six of the nine provinces <b>(1 mark analysis)</b>  <b>Total 5 marks – 3 marks KU, 1 mark analysis, 1 mark evaluation</b></p>

Question		General marking instructions	Max mark	Detailed marking instructions for this question
	(b)	<p>Evaluation involves making judgments based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact/significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>	<b>12</b>	<p>Candidates can gain marks in a number of ways up to a <b>maximum of 12 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• government responses to socio-economic inequalities</li> <li>• an evaluation of the successes/failures of these responses.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• health policies</li> <li>• education policies</li> <li>• housing policies</li> <li>• employment policies</li> <li>• welfare policies</li> <li>• redistributive policies.</li> <li>• immigration/migration policies.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>World Power: South Africa</b></p> <p><b>Response 1</b>  With almost 20% of the population living with HIV/AIDS, South Africa is one of the most infected countries in the world. Black women in the country have the highest prevalence rate with 24% infected, compared to just 0.5% of white women. <b>(2 marks KU)</b> To combat this issue and inequality, the South African government have focused on the distribution of condoms and improved access to free HIV testing to reduce transmission. As well as on the provision of a free anti-retroviral treatment known as PREP which helps to tackle the life threatening symptoms of HIV. <b>(2 marks KU)</b> There has been some success as by 2022, 94% of South Africans knew their HIV status and 80% of those infected were receiving treatment, the majority of whom were women. <b>(1 mark evaluation)</b>  <b>Total 5 marks – 4 marks KU, 1 mark evaluation</b></p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
					<p><b>World Power: China</b></p> <p><b>Response 2</b>  According to Chinese government statistics, China succeeded in lifting around 100 million people living in the countryside out of poverty between 2012 and 2020. <b>(1 mark evaluation)</b> To achieve this, the Chinese government spent \$700 billion on housing and employment for the rural poor. Millions of people across rural China were relocated from remote villages into apartments, sometimes within entirely new towns and cities built for this purpose for example, Zhengdong. <b>(2 marks KU)</b> However, critics argue that this was all done at the expense of human rights with many millions of people removed from their land forcibly to achieve this. <b>(1 mark evaluation)</b>  <b>Total 4 marks – 2 marks KU, 2 marks evaluation</b></p> <p><b>World Power: USA</b></p> <p><b>Response 3</b>  One approach the US Government has taken to tackling socio-economic inequality is the Affordable Care Act. It was reported in 2023 that 16.3 million Americans had medical insurance through the ACA which is double the number covered after the scheme was first introduced a decade ago. <b>(1 mark KU)</b> This increase means that today only 8% of Americans are not covered by medical insurance – an all-time historical low. <b>(1 mark evaluation)</b> Key to this increase was President Biden’s promise to defend, improve, and expand medical insurance coverage through the ACA by enrolling more than four million Americans who were previously ineligible. <b>(1 mark KU)</b> This has been success particularly for African Americans who have been one and a half times more likely to be uninsured than white Americans. <b>(1 mark evaluation)</b>  <b>Total 4 marks – 2 marks KU, 2 marks evaluation</b></p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
	(c)		<p>Award an analysis mark where a candidate use their knowledge and understanding or a source, to identify relevant components (for example, of an idea, theory, argument) and clearly show at least <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between components(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views or interpretations</li> <li>• possible consequences or implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul> <p>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Where candidates make more analytical points than are required to gain the maximum allocation of marks, award these as knowledge</p>	<b>12</b>	<p>Candidates can gain marks in a number of ways up to a <b>maximum of 12 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>• the effects of a world issue on the wider international community</li> <li>• analysis of the ways the issue effects/influences the wider international community.</li> </ul> <p>Candidates may refer to:</p> <p><b>Development</b></p> <ul style="list-style-type: none"> <li>• impact of economic migration on UK/EU/wider world</li> <li>• cost of aid programmes to governments such as FCDO, USAID, CIDCA spending</li> <li>• cost of aid programmes to international organisations such as the UN</li> <li>• debts owed/debt forgiveness</li> <li>• impact on public attitude for example, humanitarian response, compassion fatigue.</li> </ul> <p><b>Conflict</b></p> <ul style="list-style-type: none"> <li>• impact of refugees on neighbouring countries/region/wider world</li> <li>• impact on cost of food/oil/energy/resources</li> <li>• cost of military aid</li> <li>• political/diplomatic instability</li> <li>• impact of propaganda – online, social media.</li> </ul> <p><b>Terrorism</b></p> <ul style="list-style-type: none"> <li>• impact of attacks</li> <li>• increased security</li> <li>• increased political instability, extremism, radicalisation</li> <li>• worsening of diplomatic relations</li> <li>• refugees/displacement.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
			and understanding marks provided they meet the criteria for this.		<p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b>  After more than a decade of civil war and ISIL, Syria still faces the world's largest refugee crisis with almost six million having left leaving their public services short of skilled workers. <b>(0 marks KU)</b>  <b>Total 0 marks – 0 marks KU</b></p> <p><b>Response 2</b>  Due to a lack of opportunities, Sub-Saharan African countries make up eight of the ten fastest growing emigrant populations with almost 20% finding their way to Europe. <b>(1 mark KU)</b> In Europe, they fill low paid jobs which benefits the economies of their new home countries. <b>(1 mark KU)</b> On the other hand, many believe this creates huge pressures on public services in these countries such as, for example, the NHS in the UK. <b>(1 mark analysis)</b>  <b>Total 3 marks – 2 marks KU, 1 mark analysis</b></p> <p><b>Response 3</b>  Russia's troll factories spread digital propaganda online by making fake or automated social media accounts that share deepfake videos that aim to create sympathy for Russia and its invasion of Ukraine. <b>(1 mark KU)</b> In 2022, British citizen Graham Phillips was added to the UK's Russian sanctions lists after spreading this type of pro-Russian propaganda via his online video blog. <b>(1 mark KU)</b> The effects of the propaganda on the wider community are limited. Polls of US and UK citizens, often the target of the propaganda, generally show support for Ukraine. For example, 81% of Britons favour Ukraine to win suggesting that the propaganda does not work. <b>(1 mark KU, 1 mark analysis)</b>  <b>Total 4 marks – 3 marks KU, 1 mark analysis</b></p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
	(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>Up to <b>8 marks</b> for KU (description, explanation and exemplification) and up to <b>4 marks</b> for analytical evaluative comments.</p> <p>Award up to <b>6 marks</b> per point.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>	<b>12</b>	<p>Candidates can gain marks in a number of ways up to a <b>maximum of 12 marks</b>.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> <li>the different responses of individual countries to a world issue</li> <li>an evaluation of the success/failure of these responses.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>humanitarian/emergency response</li> <li>financial aid</li> <li>the work of the FCDO, USAID, CIDCA</li> <li>NGOs based in an individual country</li> <li>military aid or intervention</li> <li>economic sanction</li> <li>diplomatic sanction</li> <li>counter-terrorism policy or action</li> <li>foreign policy.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>World issue: conflict</b></p> <p><b>Response 1</b>  In response to the Russian invasion of Ukraine, the US has given Ukraine almost \$80 billion in aid to help them defend themselves. Whilst more than 60% of this has been military aid coming in the form of things such as weapons and training, the US has also spent billions on financial and humanitarian support. <b>(2 marks KU)</b> This high level of support from the US has meant that Ukraine has been able to fight on for far longer than many had predicted they could in the early days of the war. <b>(1 mark evaluation)</b>  <b>Total 3 marks – 2 marks KU, 1 mark evaluation</b></p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
					<p><b>World issue: development</b></p> <p><b>Response 2</b>  The UK's Foreign, Commonwealth and Development Office has an aid budget in the billions for spending on development around the world. In 2022, spending was £12.8 billion, which was a fall from the peak of £15 billion in 2019. This decrease is due to the UK Government deciding in 2020 to reduce its commitment to aid spending from 0.7% of GNI to only 0.5%. <b>(2 marks KU)</b> Many have argued that this reduction in funding will lead in a reduction in success for the FCDO in its mission to tackle development issues since it now has less to spend on priorities such as girls' education, humanitarian aid and climate change. <b>(1 mark evaluation)</b>  <b>Total 3 marks – 2 marks KU, 1 mark evaluation</b></p> <p><b>World issue: terrorism</b></p> <p><b>Response 3</b>  Prevent is one pillar of the UK's CONTEST counter-terrorism strategies and it is designed to stop people from ever becoming terrorists by making early interventions in the lives of those vulnerable to radicalisation. Between 2021 and 2022, 6,400 referrals were made to Prevent. <b>(2 marks KU)</b> However, in 2023 an independent review argued that too often terrorists who carry out attacks in the UK have previously been known to the programme. For example, the terrorist who murdered MP David Ames admitted at his trial that he had been able to trick Prevent specialists. This lack of effectiveness in the strategy recently led to the Home Secretary ordering a complete overhaul of Prevent. <b>(1 mark KU, 1 mark evaluation)</b>  <b>Total 4 marks – 3 marks KU, 1 mark evaluation</b></p>

[END OF MARKING INSTRUCTIONS]