



National
Qualifications
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2019 Modern Studies
Higher
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
<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 which should include the key aspects of the issue.	
<p>Quality of explanation/ exemplification of the issue</p> <p>Award up to the maximum of 8 marks available for KU.</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.	Full explanation of at least two aspects, 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 and implications.</p> <p>Award up to 6 marks.*</p>	One relevant and accurate analytical comment.	One relevant and accurate analytical comment that is justified or exemplified or two different relevant and accurate analytical comments.	One developed relevant and accurate analytical comment that is justified and exemplified; this should relate closely to a key aspect of the question.	One extended, accurate and justified analytical comment of an insightful nature which relates closely to the key aspects of the question and is exemplified.	At least two developed relevant and accurate analytical comments that are justified and exemplified. These should relate closely to the question and may be linked for 6 marks .

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

*Where a candidate makes more analytical 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
<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 which should include the key aspects of the issue.
<p>Quality of explanation/exemplification of the issue.</p> <p>Award up to the maximum of 8 marks available for KU.</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.	Full explanation of at least two aspects, which relate closely to the key aspects of the question and extended, relevant, accurate and up-to-date exemplification.
<p>Analysis/evaluation</p> <p>Comments that identify relationships, implications and make judgements</p> <p>Award up to 4 marks.*</p>	One relevant and accurate analytical or evaluative comment.	One relevant and accurate analytical or evaluative comment that is justified or exemplified or two different relevant and accurate analytical/evaluative comments.	One developed relevant and accurate analytical or evaluative comment that is justified and exemplified; this should relate closely to a key aspect of the question.	One extended, accurate and justified analytical or evaluative comment of an insightful nature which relates closely to the key aspects of the question and is exemplified.

* Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of 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	Specific 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 one of the following.</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure. <p>Evaluation involves making judgements 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 maximum of 20 marks.</p> <p>Award marks where candidates refer to aspects of the following</p> <ul style="list-style-type: none"> • ongoing debate around alternative governance for Scotland • implications on Scotland and rest of UK of an alternative governance for Scotland. <p>Candidates may refer to</p> <ul style="list-style-type: none"> • the ongoing debate around Independence and a second Independence Referendum • implications of Brexit vote on Scotland • devolution – the status quo • devolution max • ‘the vow’ • federalism • ‘power grab’ by Westminster during Brexit negotiations • the Calman Commission • the Smith Commission • constitutional implications of alternatives to the future governance of Scotland. <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 Independence referendum of 2014 was a victory for those that wished Scotland to remain part of the United Kingdom. Fifty five percent of Scottish voters said that they wanted to remain part of the UK. (1 mark KU) This shows that Scotland wishes to remain part of the UK and therefore this democratic vote should be respected. (1 mark analysis) Total 2 Marks – 1 mark KU, 1 mark analysis.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Award up to 8 marks for KU (description, explanation and exemplification) and up to 12 marks for analytical or evaluative comments.</p> <p>Award up to 6 marks 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 of marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Response 2 The Scottish Parliament currently has some powers in very important areas such as Health and Education. They have also been given some tax raising powers recently which means that Scottish people pay a higher rate of tax than people in the rest of the UK. (1 mark KU) Some groups such as the Labour Party, argue that by having these powers and being part of the UK, Scotland has the best of both worlds. (1 mark KU) 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 United Kingdom in, for example, Defence. (1 mark analysis) Total 3 marks – 2 marks KU, 1 mark analysis.</p> <p>Response 3 Some people argue that decisions taken by Scotland are disregarded and overlooked by decisions taken in the rest of the UK. For example, some people argue that Scottish people were not listened to during the Brexit vote and that Scotland voted differently from large parts of the UK. (1 mark analysis) Sixty two percent of Scottish voters voted to remain part of the EU as opposed to 48% across the UK. (1 mark KU) Many argue that this is a democratic deficit which will see Scotland being forced to leave the EU against their will. They have argued that the best option for Scotland would be to be independent from the rest of the UK but still remain part of the EU. (1 mark analysis) This point of view is one that has been adopted by the SNP and has been described as ‘feasible’ by some MEPs in the European Parliament’. (1 mark KU) Total 4 marks – 2 marks KU, 2 marks analysis.</p> <p>Response 4 Some people argue that Independence is the best way forward for Scotland. This means that Scotland would be fully responsible for all the decisions taken and powers used in Scotland. (1 mark KU) They argue that Westminster does not listen to the people of Scotland and often acts against their interests. In 2017, a motion brought by the SNP to the Scottish Parliament that called for a second Independence Referendum was passed by a majority of MSPs. However, the Prime Minister, Theresa May refused to back the proposals for a second referendum saying that, ‘Now is not the time’. This highlights that even when the Scottish Parliament votes for something, Westminster can refuse or ignore the request. (2 marks KU, 1 mark analysis) This has led to a lot of anger from those in favour of Independence and is often used by them as their main argument as to why the current devolution settlement is unfair to Scotland. (1 mark evaluation) Total 5 marks – 3 marks KU, 1 mark analysis, 1 mark evaluation.</p>

Question	General marking instructions	Max mark	Specific 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 one of the following</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure. 	20	<p>Candidates can gain marks in a number of ways up to a maximum of 20 marks.</p> <p>Award marks where candidates refer to aspects of the following</p> <ul style="list-style-type: none"> • the various ways that parliament can hold to account the work of government • the effectiveness or otherwise of parliament in holding to account the work of government. <p>Candidates may refer to</p> <p>Scotland</p> <ul style="list-style-type: none"> • First Minister’s Questions (FMQs) • work of committees • questions to individual ministers • voting • type of government can affect effectiveness – minority, majority or coalition – SNP having to rely on votes from other parties due to minority government • size of government majority • backbench rebellion • debates and motions • role and power of the whips • decision time. <p>UK</p> <ul style="list-style-type: none"> • Prime Minister’s Questions (PMQs) • work of committees • questions to individual ministers • role of House of Lords as amending chamber • power of the whips • type of government – minority, majority and coalition 2017 Conservatives relying on DUP • size of government majority • backbench rebellion • Early Day Motions/Ten Minute Bills • voting • Salisbury Convention for policies in government manifesto.

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Evaluation involves making judgements 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 8 marks for KU (description, explanation and exemplification) and up to 12 marks for analytical or evaluative comments.</p> <p>Award up to 6 marks 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 of marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p> <p>Possible approaches to answering this question</p> <p>Response 1 There are many ways in which parliament can hold the government to account. Parliamentary representatives like MPs can question the Prime Minister at PMQs every Wednesday. (1 mark KU) Total 1 mark – 1 mark KU.</p> <p>Response 2 There are many ways in which parliament can hold the government to account. Parliamentary representatives like MPs can question the Prime Minister at PMQs every Wednesday. (1 mark KU) PMQs is a good opportunity to hold the government to account. PMQs can be effective as it has the potential to embarrass the PM, the government and their policies. (1 mark evaluation) Labour MP David Lammy has asked many questions recently at PMQs particularly over the Windrush scandal which led to a review of policy relating to this. (1 mark KU) However, PMQs can be seen as being ineffective as many of the questions and PM responses are scripted and therefore much of the time for holding government to account is wasted. (1 mark evaluation) Total 4 marks – 2 marks KU, 2 marks evaluation.</p> <p>Response 3 One way that parliament can hold the government to account is through individual backbenchers proposing new legislation which is then voted on by MSPs. (1 mark KU) The success of this often depends on the type of government in power. A minority government such as the current SNP government will struggle to defeat a Member’s Bill particularly if all the opposition MSPs join forces and back the proposed piece of legislation. (1 mark analysis) This happened when Labour MSP James Kelly’s Member’s Bill was successful in overturning the SNPs Offensive Behaviour at Football Act. (1 mark KU) This shows that parliament can have some success against the government, particularly when the party in charge have a minority of the MSPs. (1 mark evaluation) Total 4 marks – 2 marks KU, 1 mark analysis, 1 mark evaluation.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>Response 4</p> <p>One of the main roles of parliament is to hold to account the work of government. Parliament can do this in many ways. They can ask questions of government ministers and they can take part in debates. They can also propose new laws themselves. Another good way is by proposing amendments to legislation put forward by the government. Parliament then votes on these amendments. (1 mark KU) In the UK, parliament includes members of the House of Lords. Recently, the House of Lords voted against the government over the terms of Britain leaving the EU. The House of Lords disagreed with the government and voted against the government's proposals. (1 mark KU) This shows that parliament has an important job and can hold to account the work of government. MPs also can be effective in holding to account the work of government such as forcing the government to seek changes to the 'Tampon Tax'. (1 mark analysis) However, the success of MPs in parliament is often dependent upon the type of government in power. A government with a minority of MPs, such as the Conservatives in 2017, is much more likely to be defeated and held to account by parliament more effectively than a government with a huge majority, such as Tony Blair's majority of 166 in 1997. (1 mark KU, 1 mark analysis) Theresa May's 2017 Conservative government has had to rely on the DUP to win some votes in parliament. This highlights how parliament can be very effective but is sometimes limited by the size and type of government. (1 mark evaluation)</p> <p>Total 6 marks – 3 marks KU, 2 analysis, 1 mark evaluation.</p>

Question	General marking instructions	Max mark	Specific 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 one of the following</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure. 	20	<p>Candidates can be credited in a number of ways up to a maximum of 20 marks. Award marks where candidates refer to aspects of the following</p> <ul style="list-style-type: none"> • types of pressure groups and the methods they use • effectiveness of pressure groups and the methods they use. <p>Candidates may refer to</p> <ul style="list-style-type: none"> • types of pressure groups: insider and outsider groups, sectional and interest groups • success often dependent upon political leanings of party in power • types of methods used, for example, petitions (including e-petitions), marches, non-violent direct action, lobbying • individual backing of pressure group campaigns by MPs and MSPs • ways in which some pressure groups use the media to influence decision-making through public opinion • backing of MPs by trade unions and business organisations • use of social media and internet • role and influence of paid lobbyists within the House of Lords and the Commons. <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 Some groups outside of parliament are more effective than others in influencing governmental decision-making. For example, insider groups can be said to be more successful and effective in influencing government policy than outsider groups. (1 mark evaluation) Insider groups generally have strong links to the government and are often asked by the government for their opinion and ideas on areas that they are familiar with. (1 mark KU) Total 2 marks – 1 mark KU, 1 mark evaluation.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Evaluation involves making judgements 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 8 marks for KU (description, explanation and exemplification) and up to 12 marks for analytical or evaluative comments.</p> <p>Award up to 6 marks 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 of marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Response 2 The success of pressure groups often depend on the type of methods used and how they appear to the general public. Groups such as CND actively break the law through non-violent direct action which often leads to many members and supporters being arrested during events such as the Big Blockade at Faslane Naval Base. (1 mark KU) On the one hand, this generates a great deal of publicity for their cause and may increase the number of people supporting them. (1 mark analysis) However, their methods could alienate members of the public who don't think it is right to break the law to make a point. (1 mark analysis) Total 3 marks – 1 mark KU, 2 marks analysis.</p> <p>Response 3 Some groups outside of parliament are more effective than others in influencing governmental decision-making. For example, insider groups can be said to be more successful and effective in influencing government policy than outsider groups. (1 mark evaluation) Insider groups generally have strong links to the government and are often asked by the government for their opinion and ideas on areas that they are familiar with. (1 mark KU) The success of insider lobby groups often depend on the political party in power, for example, a pro-business, pro-employer group such as the CBI are likely to have more success when a Conservative government is in power. (1 mark KU, 1 mark analysis) Likewise, a Labour government with Jeremy Corbyn as Prime Minister will be more likely to listen to pro trade union groups such as the Trades Union Congress or a union such as Unison. The effectiveness of these groups therefore will often depend upon the political leanings of which party is in power. (1 mark KU, 1 mark analysis) Total 6 marks – 3 marks KU, 2 marks analysis, 1 mark evaluation.</p>

Section 2: Social inequality

Question		General marking instructions	Max mark	Specific 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 one of the following</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure. <p>Award 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>Award up to full marks if candidates answer within a Scottish context only, a</p>	12	<p>Candidates can gain marks in a number of ways up to a maximum of 12 marks.</p> <p>Award marks where candidates refer to aspects of the following</p> <ul style="list-style-type: none"> • social inequality affecting the group • economic inequality affecting the group. <p>Candidates may refer to</p> <ul style="list-style-type: none"> • young/old • gender differences • ethnicity • social/economic status • disability. <p><i>Any other point that meets the criteria described in the general marking instructions for this kind of question.</i></p> <p><i>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 People from ethnic minority backgrounds in the UK are paid 26% less on average than the majority white population. (1 mark KU) Total 1 mark – 1 mark KU.</p> <p>Response 2 People from ethnic minority backgrounds in the UK are paid 26% less on average than the majority white population. (1 mark KU) This can lead to a lifetime average difference of around £500,000. (1 mark KU) This is a clear income inequality and makes securing a mortgage more difficult meaning that many BAME workers live in poorer housing. (1 mark analysis) Total 3 marks – 2 marks KU, 1 mark analysis.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>UK context only, or refer to both Scotland and the UK as appropriate.</p> <p>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>		<p>Response 3 Despite decades of equal opportunities legislation, most recently the Equality Act (2010), the UK's Black and ethnic minority population still faces inequality. (1 mark KU) Lower levels of pay (26% lower on average than that of Whites) leads to a higher chance of living in poverty for example, according to the JRF, the BAME population has poverty rates around twice the level of those among the white population. (1 mark KU, 1 mark analysis) The BAME population is more likely to find employment in sectors of the economy with lower wages, such as the retail sector. (1 mark KU) This in turn contributes to lower educational attainment among some BAME communities. For example, males from the Black Caribbean community are most likely (18%) to leave school with no qualifications. (1 mark KU, 1 mark analysis) Total 6 marks – 4 marks KU, 2 marks analysis.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
(b)	<p>Evaluation involves making judgments based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact/significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Award 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>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 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>	12	<p>Candidates can gain marks in a number of ways up to a maximum of 12 marks.</p> <p>Award marks where candidates refer to aspects of the following</p> <ul style="list-style-type: none"> • government policies that tackle inequalities • successes/failures of policies. <p>Candidates may refer to</p> <ul style="list-style-type: none"> • government policies designed to tackle income/wealth inequalities • government policies designed to tackle health inequalities • government policies designed to tackle housing inequalities • government policies designed to tackle education inequalities. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p>Possible approaches to answering this question</p> <p>Response 1 In all sectors, low paid and well paid women still earn less than men. In part to tackle the gender pay gap the government introduced the National Minimum Wage in 1999. (1 mark KU) Total 1 mark – 1 mark KU.</p> <p>Response 2 In all sectors, low paid and well paid women still earn less than men. In part to tackle the gender pay gap the government introduced the National Minimum Wage in 1999. (1 mark KU) The NMW helps women more than men due to the fact the NMW benefits 3 in 10 women and women make up 60% of all lowest paid employees. (1 mark KU) The NMW especially helps women who work in the 5 C's – catering, cleaning, clerical, caring and cashier. (1 mark KU) This highlights that as women make up the majority of low-paid positions the NMW has been most beneficial in increasing their income. (1 mark evaluation) Total 4 marks – 3 marks KU, 1 mark evaluation.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>Response 3 In all sectors, low paid and well paid women still earn less than men. In part to tackle the gender pay gap the government introduced the National Minimum Wage in 1999. (1 mark KU) The NMW helps women more than men due to the fact the NMW benefits 3 in 10 women and women make up 60% of all lowest paid employees. (1 mark KU) The NMW especially helps women who work in the 5 C's – catering, cleaning, clerical, caring and cashier. (1 mark KU) This highlights that as women make up the majority of low-paid positions, the NMW has been most beneficial in increasing their income. (1 mark evaluation) However many would argue that the NMW is unsuccessful as some people believe it raises unemployment by making workers too expensive to employ. Others argue the NMW is regarded as being too low, at only £8.21 for those over 25 (referred to as the National Living Wage). (1 mark KU, 1 mark evaluation) Therefore, this shows that government have been fairly successful but as there is still a gender pay gap, more must be done that the NMW alone won't fix. (1 mark evaluation) Total 7 marks – 4 marks KU, 3 marks evaluation.</p> <p><i>Note: apply the 6 marks maximum for response 3 as it only addresses one point (National Minimum Wage).</i></p>

Question	General marking instructions	Max mark	Specific 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 one of the following</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure. <p>Award 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>	12	<p>Candidates can gain marks in a number of ways up to a maximum of 12 marks.</p> <p>Award marks where candidates refer to aspects of the following</p> <ul style="list-style-type: none"> • types of crime • effects of crime on the victim. <p>Candidates may refer to</p> <ul style="list-style-type: none"> • range of types of crimes, for example violent and non-violent • short and long-term effects of crime on the victim, for example physical, emotional, financial, psychological • reference to official crime figures • case studies and examples with reference to effects of different crimes. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p>Possible approaches to answering this question</p> <p>Response 1 A person can suffer physical and mental consequences as a result of being a victim of crime. A victim can be left injured, disabled or scarred for life if they suffer a physical attack. (1 mark KU) Total 1 mark – 1 mark KU.</p> <p>Response 2 A person can suffer physical and mental consequences as a result of being a victim of crime. A victim can be left injured, disabled or scarred for life if they suffer a physical attack. (1 mark KU) This in turn can change a person’s whole life as they may find it more difficult to get a job if they have an obvious scar, because of discrimination. (1 analysis) Total 2 marks – 1 mark KU, 1 mark analysis.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<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 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>Response 3 A person can suffer physical and mental consequences as a result of being a victim of crime. A victim can be left injured, disabled or scarred for life if they suffer a physical attack. (1 mark KU) This in turn can change a person's whole life as they may find it more difficult to get a job if they have an obvious scar, because of discrimination. (1 mark analysis) After being the victim of a violent assault the mental trauma can last months or years. The person may be reluctant to venture out and may find themselves suffering from mental illness such as depression and anxiety. (1 mark KU) A combination of unemployment and mental illness may often lead to a lower income and a greater chance of experiencing poverty. (1 mark analysis) Total 4 marks – 2 marks KU, 2 marks analysis.</p>

Question	General marking instructions	Max mark	Specific 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>Award 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>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 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>	12	<p>Candidates can gain marks in a number of ways up to a maximum of 12 marks.</p> <p>Award marks where candidates refer to aspects of the following</p> <ul style="list-style-type: none"> • various methods of non-custodial responses • success/failures of non-custodial responses. <p>Candidates may refer to</p> <ul style="list-style-type: none"> • Community Payback Orders (CPOs) • Restriction of Liberty Orders (RLOs) • electronic tagging • restorative justice • Drug Treatment and Testing Orders (DTTOs) • statistical evidence and official crime figures • case studies and examples with reference to different crimes/criminals. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p>Possible approaches to answering this question</p> <p>Response 1 Community Payback Orders (CPOs) are targeted at those offenders who haven't committed particularly serious crimes. They aim to change the offender's behaviour towards their community and their attitude to go out and work. (1 mark KU) Total 1 mark – 1 mark KU.</p> <p>Response 2 Community Payback Orders (CPOs) are targeted at those offenders who haven't committed particularly serious crimes. They aim to change the offender's behaviour towards their community and their attitude to go out and work. (1 mark KU) CPOs consist of unpaid work, offender supervision as well as often consisting of mental health treatment, drug and alcohol therapy. (1 mark KU) Total 2 marks – 2 marks KU.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>Response 3 Community Payback Orders (CPOs) are targeted at those offenders who haven't committed particularly serious crimes. They aim to change the offender's behaviour towards their community and their attitude to go out and work. (1 mark KU) CPOs consist of unpaid work, offender supervision as well as often consisting of mental health treatment, drug and alcohol therapy. (1 mark KU) It has been proven that offenders who serve a CPO instead of a custodial sentence are four times less likely to end up in custody for future offences. This highlights a key success of CPOs in that they not only ensure the offenders are contributing something positive back into society but they also ensure offenders are rehabilitated afterwards. (1 mark KU, 1 mark evaluation) Total 4 marks – 3 marks KU, 1 mark evaluation.</p>

Section 3: International issues

Question		General marking instructions	Max mark	Specific marking instructions for this question
3.	(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 one of the following</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure. 	20	<p>Candidates can gain marks in a number of ways up to a maximum of 20 marks.</p> <p>Award marks where candidates refer to aspects of the following</p> <ul style="list-style-type: none"> • the political system of the world power studied • the relative powers of different political institutions. <p>Candidates may refer to</p> <ul style="list-style-type: none"> • the role of political parties • executive authority held by the President/Prime Minister/Cabinet • authority held by main legislative bodies • judicial authority • relationship between the executive, legislative and judicial bodies • relationship between national, state, provincial and local governments. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p>Possible approaches to answering this question</p> <p>World power: USA The US political system was designed to separate executive, legislative and judicial powers to ensure that no one political institution was able to dominate decision-making. (1 mark KU) For example, the Congress proposes and ratifies legislation, but each bill must be signed by the President if it is to become law. (1 mark KU) Total 2 marks – 2 marks KU.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Evaluation involves making judgements 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 8 marks for KU (description, explanation and exemplification) and up to 12 marks for analytical or evaluative comments.</p> <p>Award up to 6 marks per point.</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>World power: China</p> <p>Response 1 The Chinese Constitution sets out a system that divides executive, legislative and judicial authority within the country to be held by the President, the National People’s Congress and the Supreme People’s Court. (1 mark KU) However, in reality each branch of government is controlled by the Communist Party of China (CPC) and it acts to rubber stamp its decisions. (1 mark KU) This shows that the CPC dominates all government decision-making to a significant extent and does not face scrutiny by other political institutions. (1 mark evaluation) Total 3 marks – 2 marks KU, 1 mark evaluation.</p> <p>Response 2 Within China legislative powers are held by the National People’s Congress (NPC), which forms China’s Parliament. The NPC has the power to pass legislation and to appoint the President and ratify their nomination for the Premier. (1 mark KU) However, the NPC meets only once a year and 2119 of the 2980 members belong to the Communist Party. (1 mark KU) This means that the NPC has relatively little influence within China as it does not meet regularly enough to do more than just ratify legislation, and when it does meet the Communist Party of China (CPC) has a vast majority within it and can control decision-making. (1 mark analysis) Overall, it is clear that as a result of its dominance within the legislature the CPC is able to dominate government decision-making and that it faces little scrutiny. (1 mark evaluation) Total 4 marks – 2 marks KU, 1 mark analysis, 1 mark evaluation.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>World power: South Africa</p> <p>The President is elected to office by the National Assembly rather than directly by the public which shows that his ability to dominate decision-making is potentially limited due to his reliance on the Assembly. (1 mark KU, 1 mark analysis)</p> <p>However, former President Jacob Zuma managed to be re-elected to a second term in 2014 despite accusations in 2013 that he spent millions of rand of taxpayers money on a swimming pool at his private home. (1 mark KU) His ability to hold onto power despite facing political scandals shows that the President's power is extensive and that he faces only weak scrutiny from the legislative. (1 mark evaluation) However, in reality the reason he was able to maintain his power in government is because he was the ANC party leader. The ANC dominates election results winning a majority of over 60% of the National Assembly. (1 mark analysis)</p> <p>When President Zuma attempted to extend his own rule by proposing his wife to be the new ANC leader in 2017 he was forced out by the ANC who elected Cyril Ramaphosa to be the new leader instead which forced Zuma to resign his Presidency in 2018.</p> <p>(1 mark KU) This shows that whilst decision-making in South Africa is dominated by the President, it is in reality the political institution of the ANC party that is able to dominate government decision-making as it chooses the President. (1 mark evaluation)</p> <p>Total 7 marks – 3 marks KU, 2 marks analysis, 2 marks evaluation.</p> <p><i>Note: apply the 6 mark maximum for South Africa response as it only addresses one point (Powers of the President).</i></p>

Question	General marking instructions	Max mark	Specific 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 one of the following</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure. 	20	<p>Candidates can gain marks in a number of ways up to a maximum of 20 marks.</p> <p>Award marks where candidates refer to aspects of the following</p> <ul style="list-style-type: none"> • the political, economic, cultural and military influence • the extent of the influence. <p>Candidates may refer to</p> <p>World power: China</p> <ul style="list-style-type: none"> • political influence <ul style="list-style-type: none"> – permanent membership of the UN Security Council with a veto over decisions – ‘soft power’ lobbying activities worldwide • economic influence <ul style="list-style-type: none"> – membership of the G20 – investment in Africa – trade influence – China is the second largest importer of goods and services • military influence <ul style="list-style-type: none"> – nuclear power – the People’s Liberation Army is the largest military in the world – it has increased spend and been growing its military assets in recent years. <p>World power: South Africa</p> <ul style="list-style-type: none"> • political influence <ul style="list-style-type: none"> – membership and influence in the African Union – South Africa will sit on the UN Security Council in 2019 and has already sat on the council in 2007–2008 and 2011–2012 • economic influence <ul style="list-style-type: none"> – membership of the G20 – membership of BRICS and IBSA countries – second largest economy in Africa • military influence <ul style="list-style-type: none"> – South African National Defence Force – contributions to UN Peacekeeping missions on the continent, for example supporting MONUSCO in the DRC.

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Evaluation involves making judgements 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 8 marks for KU (description, explanation and exemplification) and up to 12 marks for analytical or evaluative comments.</p> <p>Award up to 6 marks per point.</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>World power: USA</p> <ul style="list-style-type: none"> • political influence <ul style="list-style-type: none"> – permanent membership of the UN Security Council with a veto over decisions – political influence worldwide – role in Middle East peace negotiations – role as a nuclear superpower and leading role in negotiating/policing nuclear disarmament – Obama’s deal with Iran, Trump’s potential role in negotiating North Korea disarmament • economic influence <ul style="list-style-type: none"> – membership of the G7 and G20 – economic power and influence over world trade • military influence <ul style="list-style-type: none"> – leading role in NATO – despite ‘collective decision-making’ the USA contributes 70% of budget – military power and involvement in global conflicts such as Syria and Libya and withdrawal from Afghanistan and Iraq – reference to USA as ‘world policeman’. <p>Any candidate who considers the cultural influence of a world power should be awarded a maximum of six marks for this section.</p> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p>Possible approaches to answering this question</p> <p>World power: China China’s People’s Liberation Army is the largest military in the world which allows it to demonstrate a significant power through its large military displays and marches. (1 mark KU) China is also a nuclear power and one of the five official Nuclear Weapons States in the world. (1 mark KU) Total 2 marks – 2 marks KU.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>World power: South Africa South Africa’s economy is still in development but its international economic influence is increasing. They are the only African member of the G20 which allows it to be involved in discussions on global economic policy. (1 mark KU) As the only African member it acts as a representative for the continent within the G20 and its influence therefore extends beyond its own borders. (1 mark analysis) South Africa’s economy is the second largest in Africa and therefore has a significant regional influence on trade matters, however it struggles to compete with larger economies around the world such as the USA and China. (1 mark analysis) This means that whilst South Africa does have an international economic influence it is limited by nature to the African region or as a spokesperson for the region. (1 mark evaluation) Total 4 marks – 1 mark KU, 2 marks analysis, 1 mark evaluation.</p> <p>World power: USA The USA has a significant influence on the world due to its political power. America has a permanent membership of the UN Security Council which means it can both propose and veto UNSC resolutions. (1 mark KU) For example, the US proposed a resolution in 2017 to impose new sanctions on North Korea in response to their missile tests which was unanimously accepted. (1 mark KU) They can also veto resolutions and they can use this to pursue their own agenda. In 2017 the US used its veto to stop a resolution which would have called for them to withdraw Donald Trump’s recognition of Jerusalem as Israel’s capital. This shows that the US has a significant influence on international political decision-making as it is able to use its seat on the Security Council to further its own agenda. (1 mark KU, 1 mark analysis) However, it is not the only country to hold a veto and as a result the USA cannot force through a decision which shows a limitation to its influence. The USA has not been able to get a resolution passed that would respond to the use of chemical weapons in Syria because it has been vetoed by Russia. This shows that their political influence can be limited by other influential countries. (1 mark KU, 1 mark evaluation) Total 6 marks – 4 marks KU, 1 mark analysis, 1 mark evaluation.</p>

Question	General marking instructions	Max mark	Specific 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 one of the following</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure. 	20	<p><i>Candidates can gain marks in a number of ways up to a maximum of 20 marks.</i></p> <p>Award marks where candidates refer to aspects of the following</p> <ul style="list-style-type: none"> • the effects of a world issue • to what extent do these effects have international influence. <p>World issue: Development in Africa</p> <p>Candidates may refer to</p> <ul style="list-style-type: none"> • impact of economic migrants on European countries and the wider world • increase in terrorism and development of Boko Haram and IS activity across the globe • health epidemics, for example Ebola and its spread to Europe • cost of aid programmes to other countries and to international organisations such as the UN, WFP • benefits to the developed world of African health professionals for example brain drain • changing demands on international charities, and changing public attitudes for example compassion fatigue • Debt owed to/written off by international banks <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	Specific marking instructions for this question
			<p>Possible approach to answering this question</p> <p>Response There was a significant international programme of support to help prevent the recent Ebola epidemic spreading further which was both costly to the donor countries and potentially dangerous as aid workers could contract the disease. It is estimated that the USA, the UK and Germany spent \$3-6 billion on this programme. (1 mark KU, 1 mark analysis) A poor health infrastructure in one country can have an international effect as it can cause problems within the region and across the wider world, for example the Scottish nurse who caught Ebola whilst working for a charity in Sierra Leone. (1 mark KU) This had a major impact on the UK because there was a public health scare which was very costly, impacting greatly on society. (1 mark evaluation) Total 4 marks – 2 marks KU, 1 mark analysis, 1 mark evaluation.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Evaluation involves making judgements 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 8 marks for KU (description, explanation and exemplification) and up to 12 marks for analytical or evaluative comments.</p> <p>Award up to 6 marks per point.</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>World issue: Conflict</p> <p>Candidates may refer to</p> <ul style="list-style-type: none"> • the impact of refugees from conflict zones on neighbouring countries and the wider world • impact of conflict on oil prices • impact of terrorist groups outside the immediate conflict zone • increase in overall political instability, for example resurgence of Cold War tensions over Syria. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p>Possible approach to answering this question</p> <p>Response</p> <p>The Syrian Civil War has now been ongoing since 2011 and has caused around 5 million people to flee Syria as refugees. (1 mark KU) This has created a crisis in neighbouring countries who have struggled to house the influx of refugees. Most of these refugees are now in Turkey, Lebanon, Jordan, Iraq and Egypt with 10% going further to Europe. (1 mark KU) The infrastructure in host countries is often not sufficient to manage the numbers of people now reliant on it which goes on to cause increased tensions between refugees and the host population increasing the chances of civil unrest. (1 mark analysis) A consequence of this unrest has been the mass movement of Syrian refugees towards the EU. This has resulted in a huge loss of life in the Mediterranean sea and a humanitarian crisis in Southern Europe costing many billions of Euros. This may also have been partly responsible for the rise of populist right-wing parties across much of Europe, for example AFD in Germany. (1 mark KU, 2 marks analysis)</p> <p>Total 6 marks – 3 marks KU, 3 marks analysis.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>World issue: International terrorism</p> <p>Candidates may refer to</p> <ul style="list-style-type: none"> • rise of ISIS has led to increased attacks around the world and an increase in instability • increased security measures across the world • increased threat to human rights across the world • online propaganda and recruitment tactics used by groups such as ISIS • worsening relationships in the Middle East between Saudi Arabia and Iran. <p><i>Any other valid point that meets the criteria described in the general marking instructions for this type of question.</i></p> <p>Possible approach to answering this question</p> <p>Response The UK government has tried to increase surveillance powers on social media as a result of attacks such as that on British Army soldier Lee Rigby. (1 mark KU) Many human rights groups have argued that this is an infringement on our right to privacy and as such should be abandoned. (1 mark analysis) Total 2 marks – 1 mark KU, 1 mark analysis.</p>

Question	General marking instructions	Max mark	Specific 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 one of the following</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure. 	20	<p><i>Candidates can be credited in a number of ways up to a maximum of 20 marks.</i></p> <p>Award marks where candidates refer to aspects of the following</p> <ul style="list-style-type: none"> • the responses by individual countries • the effectiveness of these responses. <p>World issue: Politics of development</p> <p>Candidates may refer to</p> <ul style="list-style-type: none"> • bilateral aid • weaknesses in aid programmes and accusations of corruption in spending • UK Department for International Development responses • USAID • NGOs from individual countries • Chinese investment across Africa. <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 approach to answering this question</p> <p>Response The UK Department for International Development is responsible for spending a budget of £8 billion on programmes that are designed to improve infrastructure in health, education and food security. (1 mark KU) However there are many criticisms of development aid as it can be difficult to prevent corruption within the country from redirecting the funds elsewhere. (1 mark analysis) Total 2 marks – 1 mark KU, 1 mark analysis.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Evaluation involves making judgements 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 8 marks for KU (description, explanation and exemplification) and up to 12 marks for analytical or evaluative comments.</p> <p>Award up to 6 marks per point.</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>World issue: Conflict in Syria</p> <p>Candidates may refer to</p> <ul style="list-style-type: none"> • Russian/USA/UK/French military action and support • Saudi Arabian and Iranian intervention • economic sanctions • diplomatic support to negotiate peace • humanitarian support and responses to the refugee crisis. <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 Countries have tried to intervene in the Syrian war through military interventions. Donald Trump recently authorised air strikes against Assad’s troops in response to a chemical weapons attack on rebel held areas. (1 mark KU) Total 1 mark – 1 mark KU.</p> <p>Response 2 The USA has responded to the Syrian Civil War by imposing economic sanctions on Syrian banks in an attempt to pressurise the Assad government to stop fighting and negotiate peace. These sanctions make the transfer of funds into the country nearly impossible and could bankrupt the Syrian government. (2 marks KU) However, they have not been effective in reducing the power of the Syrian government as a black market trade in money has developed instead. (1 mark analysis) America has also banned American products from being exported to Syria. This has also not been effective as the Syrian government is still able to access what it needs from partners such as Iran and Russia, while the trade ban prevents aid agencies from using medical equipment made in America. (1 mark KU, 1 mark analysis) Overall this shows that the economic sanctions imposed by the USA have largely failed to provide an effective response to the crisis as they have not forced Assad to negotiate peace and have only worsened the impact on those suffering in the war. (1 mark evaluation) Total 6 marks – 3 marks KU, 2 marks analysis, 1 mark evaluation.</p>

[END OF MARKING INSTRUCTIONS]