



National  
Qualifications  
2024

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## 2024 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
<p><b>Range of relevant knowledge.</b> Accurate, relevant, up to date.</p>	One relevant aspect of the issue given with some description.	Two relevant aspects of the issue given with some description <b>or</b> one relevant aspect covered with detailed and accurate description.	One relevant aspect of the issue with detailed and accurate description <b>and</b> one relevant aspect with some description.	At least two relevant aspects with detailed and accurate descriptions which should include the key aspects of the issue.	
<p><b>Quality of explanation/exemplification of the issue.</b> Award up to the <b>maximum of 8 marks</b> available for KU.</p>	Some explanation of one aspect of the issue <b>or</b> relevant exemplification.	Some explanation of two relevant aspects of the issue <b>or</b> detailed explanation of one aspect of the question which may include relevant exemplification.	Detailed explanation of one relevant aspect of the issue with relevant exemplification <b>and</b> some explanation of one aspect of the question.	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.	
<p><b>Analysis</b> Comments that identify relationships/ implications explore different views or establish consequences and implications. Award up to <b>6 marks</b>.*</p>	One relevant and accurate analytical comment.	One relevant and accurate analytical comment that is justified <b>or</b> exemplified <b>or</b> two different relevant and accurate analytical comments.	One developed relevant and accurate analytical comment that is justified <b>and</b> exemplified; this should relate closely to a key aspect of the question.	One extended, accurate and justified analytical comment of an insightful nature which relates closely to the key aspects of the question and is exemplified.	At least two developed relevant and accurate analytical comments that are justified <b>and</b> exemplified. These should relate closely to the question and may be linked for <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>• 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 way in which parliamentary representatives hold the government to account</li> <li>• the effectiveness of parliamentary representatives in holding the government to account.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• committees</li> <li>• House of Lords</li> <li>• Prime Minister’s Questions (PMQs)/First Minister’s Questions (FMQs)/emergency questions</li> <li>• debates/motions</li> <li>• members’ bills</li> <li>• whip system</li> <li>• minority/majority/coalition government</li> <li>• the relationship between the UK and Scottish Parliaments.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b> One way the government can be held to account is by the Prime Minister answering questions on important issues from MPs in the Commons every Wednesday – this event is called Prime Minister’s Questions. <b>(1 mark KU)</b> This gives an opportunity for MPs to reveal shortcomings of the government’s work and to highlight failings in the Prime Minister’s decisions. <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 marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p><b>Response 2</b>  In committees, MSP's take time to scrutinise legislation being discussed in parliament and suggest amendments to it. Committees can also conduct inquiries into government legislation and question government ministers, including the First Minister. <b>(2 marks KU)</b> This is an important part of our parliamentary process as we do not have a second chamber like Westminster. <b>(1 mark analysis)</b>  <b>Total 3 marks – 2 marks KU, 1 mark analysis</b></p> <p><b>Response 3</b>  A members' bill is a public bill introduced by an individual MSP. Each MSP is entitled to introduce two bills in each parliamentary session. <b>(1 mark KU)</b> An example of a successful members' bill was when MSP James Kelly introduced one to repeal (remove) the Offensive Behaviour at Football Act which was introduced by the SNP. <b>(1 mark KU)</b> All opposition parties backed this member's bill and it removed a flagship SNP policy, clearly holding the government to account. This shows the power a members' bill can have. <b>(1 mark analysis)</b> However, only around 10% of bills passed are members' bills so it is still not often that they hold the government to account. <b>(1 mark evaluation)</b>  <b>Total 4 marks – 2 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>	<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 nature of voting systems in the UK</li> <li>• analysis and evaluation of voting systems strengths and weaknesses.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• First Past the Post (FPTP)/Additional Member System (AMS)/Single Transferable Vote (STV)</li> <li>• extent of voter choice</li> <li>• impact of voting systems on election results – proportionality, representation, fairness</li> <li>• majority or minority administration and coalitions.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b> Under the STV voting system, voters rank candidates in order of preference and due to the way STV ballots are counted, very few votes are wasted. <b>(1 mark KU)</b> <b>Total 1 mark – 1 mark KU</b></p> <p><b>Response 2</b> AMS requires the voter to cast two votes, one for a constituency MSP and the second for a party within their region. <b>(1 mark KU)</b> This shows that AMS gives more choice to voters and allows them to vote for both the well-established parties and the smaller parties. <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 marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p><b>Response 3</b></p> <p>With FPTP, it is very common for MP's to be elected with fewer than 50% of the votes. For example, in South Belfast in 2015, Alasdair McDonnell won with 24% of the vote, meaning 76% did not want him in power. <b>(2 marks KU)</b> This also occurs at a national level as well – in 2019 the Greens got 865,000 votes in total, but only won one seat. <b>(1 mark KU)</b> This shows that FPTP does not fairly represent the electorate's wishes as the number of seats won is not proportional to the number of votes won. <b>(1 mark analysis)</b> Overall, FPTP does not fairly represent the electorate's views as it benefits some parties more than others and could be viewed as undemocratic. <b>(1 mark evaluation)</b></p> <p><b>Total 5 marks – 3 marks KU, 1 mark analysis, 1 mark evaluation</b></p> <p><i>Note: Where candidates provide a response which refers to only one electoral system award a maximum of 12 marks.</i></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>• 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>• the ways in which pressure groups influence government decision-making</li> <li>• analysis and evaluation of the varying influence that pressure groups have on government decision-making.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• types of pressure groups linked to impact on influence</li> <li>• variety of methods such as demonstrations, petitions, direct action</li> <li>• lobbying</li> <li>• links with trade unions and businesses</li> <li>• ideological position of current government</li> <li>• academic research/publications</li> <li>• use of traditional media</li> <li>• use of social media and the internet</li> <li>• backing of various campaigns and pressure groups by parliamentary representatives and high-profile individuals.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>Response 1</b>  One way that pressure groups influence government decision-making is by using social media. Pressure groups use sites such as X to post messages and videos that will raise awareness about an issue. Greenpeace UK post dozens of messages a day and receives likes and reposts from their followers which could pressurise the government into action. <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>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>Response 2</b>  An insider group is a pressure group who has close links and a two-way relationship with the government, such as the British Medical Association (BMA). <b>(1 mark KU)</b> Insider groups are often consulted by the government for advice on their particular area of expertise and therefore have the 'ear of the government' when required. For example, the BMA were widely consulted in formulating the government response to COVID-19. <b>(1 mark analysis, 1 mark KU)</b>  <b>Total 3 marks – 2 marks KU, 1 mark analysis</b></p> <p><b>Response 3</b>  Pressure groups are groups of like-minded people who hold the same views and share the same beliefs. They usually campaign for issues that they believe will benefit our society. <b>(1 mark KU)</b> In attempts to influence government, some pressure groups, such as Extinction Rebellion, will use direct action and illegal stunts such as blocking roads or climbing bridges. <b>(1 mark KU)</b> Due to the very public nature of such methods, these protests will often result in huge public awareness and will be covered more by the media as it increases awareness of their cause. However, because direct action is often linked with arrests and can be unpopular with the public, it loses support and can make political parties' distance themselves from the campaign. <b>(2 marks analysis)</b> Overall, whilst the public might have an increased awareness of the campaign, their tactics might actually lose support. <b>(1 mark evaluation)</b>  <b>Total 5 marks – 2 marks KU, 2 marks 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 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 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 <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 causes of income and wealth inequality</li> <li>• analytical comments relating to the causes of income and wealth inequality.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• unemployment</li> <li>• low wages</li> <li>• ill health</li> <li>• educational inequalities</li> <li>• gender/racial discrimination</li> <li>• government policy</li> <li>• cost of living crisis.</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> Low pay is a major cause of income and wealth inequality in the UK. According to the Low Pay Commission there are around two million workers who are paid just the national minimum wage or national living wage. <b>(1 mark KU)</b> <b>Total 1 mark – 1 mark KU</b></p> <p><b>Response 2</b> Low pay is a major cause of income and wealth inequality in the UK. According to the Low Pay Commission there are around two million workers who are paid just the national minimum wage or national living wage. <b>(1 mark KU)</b> The NLW is currently set at £10.42 for those aged 23 and older and £10.18 for those under 23. However, the National Living Wage Foundation argue that a Real Living Wage would actually be £10.90 meaning that at least two million people in the UK don't earn enough to live well. <b>(1 mark KU, 1 mark analysis)</b> <b>Total 3 marks – 2 marks KU, 1 mark analysis</b></p>

Question	General marking instructions	Max mark	Detailed marking instructions for this question
			<p><b>Response 3</b>            An unemployed person can claim government benefits such as Universal Credit which is a monthly allowance of at least £292, with increases in payment depending on age and how many children a person has. <b>(1 mark KU)</b> The benefits cap means that the most a family can claim from the government is £25,000. <b>(1 mark KU)</b> However, whilst the unemployment rate is at a historic low of 3.5%, the poverty rate is 22%. <b>(1 mark KU)</b> So, unemployment will cause poverty, but getting a job clearly doesn't guarantee an escape from poverty. <b>(1 mark analysis)</b> In fact, 40% of those who claim universal credit are in employment which demonstrates that low wages and zero-hour contracts are a just as significant as unemployment as a cause of income and wealth inequality. <b>(1 mark 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
	(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>• arguments for and against collectivist approaches to dealing with social and economic inequality</li> <li>• evaluation of the effectiveness of collectivist approaches in dealing with social and economic inequality.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• collectivist government policy</li> <li>• austerity and welfare reforms</li> <li>• political party ideological differences</li> <li>• means testing vs universal benefit</li> <li>• dependency culture/‘nanny state’</li> <li>• cost of collectivism – increased tax burden.</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 welfare state was first developed by collectivists who thought it was the government’s responsibility to help British citizens by providing a safety net that would help them bounce back from problems such as ill health and unemployment. <b>(1 mark KU)</b> Individualists, however, would argue that rather than helping the British people this safety net has instead led to a dependency culture. <b>(1 mark evaluation)</b>  <b>Total 2 marks – 1 mark KU, 1 mark evaluation</b></p>

Question	General marking instructions	Max mark	Detailed marking instructions for this question
			<p><b>Response 2</b>  The welfare state was first developed by collectivists who thought it was the government’s responsibility to help British citizens by providing a safety net that would help them bounce back from problems such as ill health and unemployment. <b>(1 mark KU)</b> Individualists, however, would argue that rather than helping the British people this safety net has instead led to a dependency culture. <b>(1 mark evaluation)</b> Collectivists would argue that the government always has a duty to tackle social and economic inequality but especially during a cost-of-living crisis, pandemics and recessions. <b>(1 mark evaluation)</b>  <b>Total 3 marks – 1 mark KU, 2 marks evaluation</b></p> <p><b>Response 3</b>  The welfare state was first developed by collectivists who thought it was the government’s responsibility to help British citizens by providing a safety net that would help them bounce back from problems such as ill health and unemployment. <b>(1 mark KU)</b> Individualists, however, would argue that rather than helping the British people this safety net has instead led to a dependency culture. <b>(1 mark evaluation)</b> By implementing individualistic policies, recent governments have argued that they have successfully reduced unemployment by ensuring that working is more attractive than a life on benefits, thus avoiding a culture of dependency. <b>(1 mark evaluation)</b> However, during the cost-of-living crisis more and more people struggled to keep up with the rising costs of food and fuel demonstrating that there is only so much individuals can do to tackle their own inequality, highlighting the need for government support. <b>(1 mark evaluation)</b> Collectivists would argue that the government always has a duty to tackle social and economic inequality but especially during a cost-of-living crisis, pandemics and recessions. <b>(1 mark evaluation)</b>  <b>Total 5 marks – 1 marks KU, 4 marks 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 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 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 <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 causes of crime</li> <li>• analytical comments relating to the causes of crime.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• social and economic inequality/poverty</li> <li>• relevant theories</li> <li>• peer pressure</li> <li>• addiction.</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> Men are far more likely to commit crime than women. In 2022, only 4% of the British prison population was female. <b>(1 mark KU)</b> <b>Total 1 mark – 1 mark KU</b></p> <p><b>Response 2</b> Alcohol and drug use is an important cause of crime. Around 50% of Scottish prisoners report that they were under the influence of a substance when they committed their crime. <b>(1 mark KU)</b> Alcohol and drugs can impair a person’s judgement and so make that person more likely to commit a crime when that would normally be out of character for them. This is particularly the case with drug addiction where a person can become addicted and commit crimes such as robbery and burglary to fuel their addiction. <b>(1 mark KU, 1 mark analysis)</b> <b>Total 3 marks – 2 marks KU, 1 mark analysis</b></p> <p><b>Response 3</b> When pupils are excluded from school, they become much more likely to end up in prison than those who have not been excluded in what has been described by experts as a ‘school to prison pipeline’. Reports suggest that pupils excluded from school are up to 12 times more likely to be imprisoned by age 24. <b>(2 marks KU)</b></p>

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					<p>In 2021, there were more than 8,000 exclusions from Scottish schools and whilst this figure is at its lowest in recent years, it still amounts to the equivalent of one class excluded every day. In this way the education system fails children leaving them with few of the qualifications needed to succeed in employment and so little choice but to turn to crime to make their living. (1 mark KU, 1 mark analysis)</p> <p><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>Award 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>	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>• the impact of crime on wider society</li> <li>• an evaluation of the impact of crime on wider society.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• impact on the community</li> <li>• impact on local economy</li> <li>• impact on wider economy.</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 broken windows theory argues that vandalism and graffiti adds to a sense of lawlessness to society and encourages more crime to happen, making high crime areas more dangerous and less desirable. <b>(1 mark KU)</b> <b>Total 1 mark – 1 mark KU</b></p> <p><b>Response 2</b> According to the Home Office the annual cost of crime to businesses in the UK is around £9 billion. <b>(1 mark KU)</b> Theft accounts for half of this and impacts businesses who must pay for the fitting of CCTV and burglar alarms as well as hiring security. ASDA made headlines in 2022 for adding security tags to butter to prevent theft. <b>(1 mark KU)</b> The loss of goods through shoplifting and robbery increases rates of insurance, the cost of which is often passed on to customers by raising prices. In this way crime has an impact on us all, not just businesses. <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>Response 3</b>            One way that crime impacts society is by creating fear. In 2021, Sarah Everard was kidnapped and murdered by a police officer who used his position and power to attack her. <b>(1 mark KU)</b> This crime highlighted the fear that many women feel when walking alone at night, but also spread that fear as it brought the trust of the police into question. <b>(1 mark evaluation)</b> This fear is not unfounded as statistics show that reported sexual assaults of women and girls have more than doubled in the past ten years. <b>(1 mark KU)</b> The End Violence Against Women Coalition found that almost half of women have less trust in the police because of Sarah Everard’s murder, with 10% saying they would be less likely to report a sexual assault to the police as a result, demonstrating the effect that fear of crime has on women. <b>(1 mark KU, 1 mark evaluation)</b> Since Sarah Everard’s death the police have faced several scandals and so it is easy to understand why women in particular fear crime, especially when they live in a society where those who are supposed to protect them are potential attackers. <b>(1 mark evaluation)</b>  <b>Total 6 marks – 3 marks KU, 3 marks evaluation</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 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>• types of opportunities that exist to participate and influence the actions of government</li> <li>• extent to which these opportunities exist and are successful.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• protest</li> <li>• elections to each level of government/electoral system</li> <li>• political parties</li> <li>• media/internet/censorship</li> <li>• trade unions/campaign groups</li> <li>• constitutional rights</li> <li>• minority participation/representation</li> <li>• mass media.</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>            Opportunities to participate in the political system in China and influence government are limited because the Communist Party of China dominates and controls any political opposition. <b>(1 mark evaluation)</b></p> <p><b>Total 1 mark – 1 mark evaluation</b></p> <p><b>Response 2</b>            Chinese citizens appear more confident in using demonstrations to make their voices heard. Citizens have taken part in both disruptive and peaceful demonstration in protest against the Chinese government’s COVID-19 quarantine areas. <b>(1 mark KU)</b>            However, the Chinese government has responded by using police and military force</p>

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	<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>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>to end these anti-government protests, with water cannon and mass arrests being commonplace. <b>(1 mark KU)</b> This shows that whilst Chinese citizens are protesting about issues, the Chinese government tends not to tolerate any criticism and will often use oppressive measures to crack down on any form of protests. <b>(1 mark analysis)</b> Political activism and participation can be dangerous in China with imprisonment highly likely for those who question the policies of the ruling party. <b>(1 mark analysis)</b>  <b>Total 4 marks – 2 marks KU, 2 marks analysis,</b></p> <p><b>World power: USA</b></p> <p><b>Response 3</b>  The right to protest and ‘freedom of assembly’ are protected by the US Constitution and, therefore, US citizens have many ways that they can exercise their right to protest. Recently, there has been an increase in protesting amongst those who are against the mistreatment of black Americans, particularly, by law enforcement. <b>(2 marks KU)</b>  <b>Total 2 marks – 2 marks KU</b></p> <p><b>Response 4</b>  The right to protest and ‘freedom of assembly’ are protected by the US Constitution and, therefore, US citizens have many ways that they can exercise their right to protest. Recently, there has been an increase in protesting amongst those who are against the mistreatment of black Americans, particularly, by law enforcement. <b>(2 marks KU)</b> This highlights that US citizens have the freedom to take a stand against an issue they feel is unjust and can legally and peacefully express their anger about issues that they feel strongly about. <b>(1 mark analysis)</b> However, many of these protests can often turn to violence and this can limit the impact citizens can have and the message they are trying to get across may get ignored or undermined. <b>(1 mark evaluation)</b>  <b>Total 4 marks – 2 marks KU, 1 mark analysis, 1 mark evaluation</b></p> <p><b>World power: South Africa</b></p> <p><b>Response 5</b>  South Africa’s Constitution protects freedom of speech and the right to protest which gives citizens opportunities to influence decision making. Pressure groups freely exist and there are instances where these groups have successfully influenced the government. For example, Treatment Action Campaign (TAC) were</p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
					<p>successful in campaigning for South Africans to have improved access to anti-HIV drugs. <b>(2 marks KU)</b> This led to millions of the poorest South Africans benefitting from TAC's campaigning improving health. <b>(1 mark analysis)</b> Also, in 2016, student protests across South Africa led to the government abolishing university tuition fees for those families with a combined income of 350,000 Rand. These examples show that not only does South Africa allow for political protest but also that they have had some success in influencing decision-making.</p> <p><b>(1 mark KU, 1 mark evaluation)</b></p> <p><b>Total 5 marks – 3 marks KU, 1 mark analysis, 1 mark evaluation</b></p>

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(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>	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 ways that the world power has tackled socio-economic inequality</li> <li>• the extent of the effectiveness of government responses in tackling to socio-economic inequality.</li> </ul> <p>Candidates may refer to:</p> <p><b>USA</b></p> <ul style="list-style-type: none"> <li>• the Affordable Care Act (Obamacare)</li> <li>• Head Start and Early Head Start</li> <li>• HOME Investment Partnership Programme</li> <li>• Self-Help Home Ownership Opportunity Program</li> <li>• Weatherization Assistance Program</li> <li>• Child Care and Development Block Grant</li> <li>• Middle Class Working Families Task Force</li> <li>• American Reinvestment and Recovery Act</li> <li>• Biden’s Built Back Better Framework.</li> </ul> <p><b>China</b></p> <ul style="list-style-type: none"> <li>• Special Economic Zones</li> <li>• Universal Health Care Plan</li> <li>• healthy China policy</li> <li>• government education reforms</li> <li>• housing reforms</li> <li>• policies aimed to limit population growth.</li> </ul> <p><b>South Africa</b></p> <ul style="list-style-type: none"> <li>• Employment Equity Act</li> <li>• affirmative action</li> <li>• NDP 2030</li> <li>• militarisation of the police</li> <li>• Black Economic Empowerment Act</li> <li>• school modernisation programme</li> <li>• responses to HIV/AIDS</li> <li>• land reform.</li> </ul>

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	<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>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 type of question.</i></p> <p><b>Possible approaches to answering this question</b></p> <p><b>World power: USA</b></p> <p><b>Response 1</b> The US introduced Obamacare to help those Americans who do not have health insurance. Since it was introduced, 35 million Americans who did not have health cover are now protected because of Obamacare. <b>(1 mark KU)</b> <b>Total 1 mark – 1 mark KU</b></p> <p><b>World power: China</b></p> <p><b>Response 2</b> In China, there are huge differences between the educational attainment of rural and urban pupils. In urban areas, such as Shanghai, 84% of students go on to university compared to only 5% in rural areas. <b>(1 mark KU)</b> This highlights the educational inequality that exists between different areas of China, trapping rural communities in a cycle of poverty. <b>(1 mark analysis)</b> To tackle this inequality, China has reformed the education system and aims to improve access to pre-school education in rural areas and increase government spending. <b>(1 mark KU)</b> <b>Total 3 marks – 2 marks KU, 1 mark analysis</b></p> <p><b>World power: South Africa</b></p> <p><b>Response 3</b> South Africa has the world’s largest antiretroviral therapy (ART) programme to tackle the health and social issue created by HIV/AIDS. The ANC have made ART drugs widely available across all nine South African provinces as well as investing significant amounts in treating HIV/AIDS. <b>(2 marks KU)</b> In 2022, South Africa invested approximately \$1.5 billion into treatment of HIV/AIDS. <b>(1 mark KU)</b> This intervention by the government has led to an increase in life expectancy from 56 years in 2010 to 63 years in 2018. <b>(1 mark analysis)</b> This clearly shows that the steps the ANC government has taken to tackle this health inequality has had a very high level of success. <b>(1 mark evaluation)</b> <b>Total 5 marks - 3 marks KU, 1 mark analysis, 1 mark evaluation</b></p>

Part D – World issues

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>	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 economic, political and social factors that cause the world issue</li> <li>• the comparative, relative importance of each of the factors that cause the issue.</li> </ul> <p>Candidates may refer to:</p> <p><b>World issue: development in Africa</b></p> <p><b>Economic factors</b></p> <ul style="list-style-type: none"> <li>• the effects of debt and repayment</li> <li>• economic growth.</li> </ul> <p><b>Political factors</b></p> <ul style="list-style-type: none"> <li>• bad governance, kleptocracy and civil and regional armed conflict.</li> </ul> <p><b>Social factors</b></p> <ul style="list-style-type: none"> <li>• HIV/AIDS, morbidity and mortality rate</li> <li>• education</li> <li>• housing</li> <li>• migration.</li> </ul> <p><b>World Issue: terrorism</b></p> <p><b>Economic factors</b></p> <ul style="list-style-type: none"> <li>• poverty</li> <li>• unemployment</li> <li>• lack of foreign investment.</li> </ul> <p><b>Political factors</b></p> <ul style="list-style-type: none"> <li>• dictatorships</li> <li>• human rights</li> <li>• ideology.</li> </ul>

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					<p><b>Social factors</b></p> <ul style="list-style-type: none"> <li>• education</li> <li>• housing</li> <li>• religion.</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>

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	<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>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>Possible approaches to answering this question</b></p> <p><b>World issue: development in Africa</b></p> <p><b>Response 1</b>  One factor that can affect development in Africa is the crippling debt that many African countries have to governments and organisations such as the World Bank and the IMF. African countries owe over \$200 billion and debt repayments often mean that many social programmes, such as health and education projects, suffer due to countries having to pay back this debt. <b>(1 mark KU, 1 mark analysis)</b>  <b>Total 2 marks – 1 mark KU, 1 mark analysis</b></p> <p><b>Response 2</b>  When studying the impact and effects of different factors on development in Africa, it is clear that many factors are linked and can affect each other. For example, the growth of HIV/AIDS in parts of Africa can seriously affect the economic performance of a country and many days employment are lost through death, illness or caring for family members who are ill. <b>(1 mark KU, 1 mark analysis)</b> This also puts a financial strain on health services and budgets as they struggle to cope with the high cost of paying for medicines and treating HIV patients. Also, in countries such as Eswatini many of the victims are young and many are nurses or teachers too which means that countries struggle to employ new teachers and nurses in order to replace those that have fallen victim to the virus. <b>(1 mark KU, 1 mark analysis)</b> This shows that many factors are interlinked and have an impact on not just development but also on other factors that prevent development. Therefore, there is a vicious cycle of problems and issues all affecting growth and development in countries such as Botswana in Africa. <b>(2 marks evaluation)</b>  <b>Total 6 marks – 2 marks KU, 2 marks analysis, 2 marks evaluation</b></p>

Question	General marking instructions	Max mark	Detailed marking instructions for this question
			<p><b>World issue: terrorism</b></p> <p><b>Response 3</b>            No single factor can be seen as being the most important factor in causing terrorism. Its importance depends on the region, country affected, political motivation or a specific grievance or issue. For example, National Action are a banned British terrorist organisation who are motivated by extreme right-wing political neo-Nazi ideology whereas organisations such as ISIL and ISIS are motivated by a violent view of radical Islam and a desire to create a Caliphate based upon strict observance of Sharia Law. <b>(2 marks KU, 1 mark evaluation)</b></p> <p><b>Total 3 marks – 2 marks KU, 1 mark evaluation</b></p>

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(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>• 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>• the responses by international organisations</li> <li>• the extent of the effectiveness of these organisations.</li> </ul> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• the United Nations</li> <li>• the European Union</li> <li>• NATO</li> <li>• NGOs</li> <li>• Arab League</li> <li>• the African Union</li> <li>• G7 and G20</li> <li>• BRICS</li> <li>• SADC</li> <li>• SCO.</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: Africa</b></p> <p><b>Response 1</b> In dealing with political corruption and dishonesty, African Union observer missions are now sent as a matter of routine to cover elections in all member states, in accordance with the African Union’s African Charter on Democracy, Elections and Governance. <b>(1 mark KU)</b> <b>Total 1 mark – 1 mark KU</b></p> <p><b>World issue: Syrian civil war</b></p> <p><b>Response 2</b> Since the beginning of the Syrian civil war, many international organisations have tried to respond to the conflict. For example, NGOs have tried to help with the humanitarian crisis created by a war that has displaced over five million people. <b>(1 mark KU)</b> Save the Children has sent volunteers to refugee camps in Jordan and</p>

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	<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>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>Turkey providing Syrian refugees and vulnerable children with food, shelter, water and access to medical care and education. <b>(1 mark KU)</b> This response has been very effective in helping in a crisis situation where basic life essentials are scarce and where the breakdown of civil society has meant charity is a lifeline. <b>(1 mark evaluation)</b></p> <p><b>Total 3 marks – 2 marks KU, 1 mark evaluation</b></p> <p><b>World issue: terrorism</b></p> <p><b>Response 3</b></p> <p>Tackling terrorism is a top priority for the European Union and since the terrorist attacks in Madrid, Paris, Brussels and London the EU has adopted various measures to tackle terrorism. <b>(1 mark KU)</b> Central to the EU’s approach is the coordination of and cooperation between member states. These include the sharing of information about potential terrorists and terrorist acts between member states. Information from each country’s intelligence agencies as well as from other EU friendly nations and organisations such as the USA and the CIA. <b>(2 marks KU)</b> This has led to terrorist cells being broken up and suspects arrested in the UK and in Belgium as well as potential terrorist attacks being prevented which shows that the EU has been effective to some degree in tackling the issue. <b>(1 mark KU, 1 mark evaluation)</b></p> <p><b>Total 5 marks – 4 marks KU, 1 mark evaluation</b></p>

[END OF MARKING INSTRUCTIONS]