



National
Qualifications
2026

2026 Modern Studies

Paper 1

Higher

Question Paper Finalised Marking Instructions

These marking instructions have been prepared by examination teams for use by Qualifications Scotland appointed markers when marking external course assessments.

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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
Range of relevant knowledge. 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 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.	
Quality of explanation/exemplification of the issue. Award up to the maximum of 8 marks available for KU.	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.	
Analysis Comments that identify relationships/ implications explore different views or establish consequences and implications. Award up to 6 marks .*	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
Range of relevant knowledge. 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 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.
Quality of explanation/exemplification of the issue. Award up to the maximum of 8 marks available for KU.	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.
Analysis/evaluation Comments that identify relationships, implications and make judgements. Award up to 4 marks .*	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	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 one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • underlying order or structure • understanding of the relative importance of components <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 maximum of 20 marks.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> • the varying ways in which parliament can/cannot check the power of government • analysis and evaluation of parliament's ability to check government effectively <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • PMQs/FMQT • Members' Bills/Private Members' Bills • motions, debates and votes • the role and powers of committees • the role of backbenchers • the role and powers of the Prime Minister/First Minister/Cabinet • the role of the opposition and opposition parties • the role of party whips • the role of the House of Lords • the effect of majority/minority/coalition government <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 Parliament is limited in its ability to check the power of the current Labour government which won a majority of seats in the House of Commons. (1 mark KU)</p> <p>Total 1 mark – 1 mark KU</p>

Question			General marking instructions	Max mark	Detailed 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 marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Response 2 Parliament can be limited in its ability to check the powers of government, especially when the governing party has a majority in Parliament. This has been the case since the 2024 General Election when the Labour Party won 411 of the 650 seats in the House of Commons. (1 mark KU, 1 mark analysis) Of these Labour MPs, 120 are government ministers or private secretaries who will always support the government as part of the ‘payroll vote’. This makes parliament control of the government very difficult. (1 mark KU, 1 mark analysis) Total 4 marks – 2 marks KU, 2 marks analysis</p> <p>Response 3 The Scottish Parliament can more easily check the power of government when the governing party does not have a majority in Parliament. This has been the case since the collapse of the Bute House Agreement in 2024. (1 mark KU, 1 mark analysis) This agreement limited the ability of Parliament to check the power of government, as it created a parliamentary majority of 62 SNP and 7 Green MSPs. This, for example, allowed the Gender Recognition Reform Bill to be passed. (1 mark KU, 1 analysis mark) However, since the end of the Bute House Agreement, the Greens have joined the opposition and can therefore vote freely against the SNP government. (1 mark KU) Ultimately, the end of the Bute House Agreement left the SNP governing as a minority, making it harder for them to pass bills into law and to have budgets approved, thus showing Parliament’s ability to check the power of government. (1 mark evaluation) Total 6 marks – 3 marks KU, 2 marks analysis, 1 mark evaluation</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 one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • underlying order or structure • understanding of the relative importance of components <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 8 marks for KU (description, explanation and exemplification) and up to 12 marks for analytical or evaluative comments.</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"> • the nature of electoral systems used in the UK • analysis/evaluation of the effectiveness of UK electoral systems in providing fair representation <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • electoral systems used in the UK: FPTP, AMS, STV • recent election results • proportionality of results • fairness of results: gender, ethnicity, age • number of representatives elected for constituents • issues relating to tactical voting such as safe seats, wasted votes, choice • likelihood of majority/minority/coalition 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>Response 1 In the 2024 General Election, First Past the Post allowed the Labour Party to win 63% of seats in the House of Commons with 34% of the national vote. (1 mark KU) Total 1 mark – 1 mark KU</p> <p>Response 2 In Scotland, STV allows several councillors to be elected in each multi-member wards. For example, Highland Council saw 74 councillors belonging to six different parties, including independents, elected to serve the area. (2 marks KU) This result represents the diversity of opinions and therefore reflects the views of the people living in the Highlands much better than FPTP, which instead would produce a single councillor to represent the ward and everyone in it. (1 mark evaluation) Total 3 marks – 2 marks KU, 1 mark evaluation</p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
			<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 marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Response 3</p> <p>The AMS gives every voter two votes – one for the constituency and one additional vote for their regional members. Each constituent ends up with eight MSPs to represent their views in Parliament, seven from the regional list and one from their constituency. (2 marks KU) In 2021, Graeme Dey of the SNP was elected MSP for Angus South through the constituency vote, along with MSPs from the Green and Conservative Party who were elected to represent Northeast Scotland through the second regional ballot. (1 mark KU) Conservative voters in the Angus South constituency gained four Conservative MSPs via the regional votes which gave them representation. (1 mark analysis) The AMS system is therefore effective at producing fair representation because instead of electing one representative from one party to represent a constituency, it elects several from different parties and so ensures voters are better represented in Parliament by their MSPs. (1 mark evaluation)</p> <p>Total 5 marks – 3 marks KU, 1 mark analysis, 1 mark evaluation</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 one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • underlying order or structure • understanding of the relative importance of components <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 8 marks for KU (description, explanation and exemplification) and up to 12 marks for analytical or evaluative comments.</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"> • the different methods that pressure groups use to influence government • analysis and evaluation of the varying levels of success that these methods have had in Scotland and/or the UK <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • varying methods such public protest, direct action and lobbying • the use of traditional media and social media • the types of pressure group – insider, outsider, sectional groups • relationship with the government • relationship with business/trade unions • political and celebrity endorsement <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 Just Stop Oil used illegal direct action when they attempted to block motorways which frustrated the public. (1 mark KU) This led to the government speaking out against them and the loss of public support. This shows that illegal direct action was not effective in influencing government decision-making. (1 mark evaluation) Total 2 marks – 1 mark KU, 1 mark evaluation</p> <p>Response 2 The British Medical Association (BMA) is an insider pressure group that aims to promote the interests of doctors and medical students, and it does this by working closely with the UK and Scottish governments, issuing briefings that can influence ministers. The BMA is considered to be expert in the medical field and is often consulted by the government. (2 marks KU) The BMA use a method called lobbying to influence the government on policies such as increased minimum unit price for alcohol. (1 mark KU) This clearly shows that insider groups and the methods they use can successfully influence the government as they tend to be consulted and their expert advice sought. (1 mark evaluation) Total 4 marks – 3 marks KU, 1 mark evaluation</p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
			<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 marks, award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Response 3</p> <p>Since October 2024, the Palestine Solidarity Campaign have organised marches in London, which have been attended by thousands of people. (1 mark KU) The large size of these protests shows public support for the cause of their campaign, and this may have influenced the government's decision to formally recognise the state of Palestine. (1 mark analysis) However, despite the scale of these protests, the government continued to support the right of Israel to conduct its campaign in Gaza and still issued hundreds of arms export licences to the country. (1 mark analysis) This demonstrates that the success of pressure groups does not only depend on the methods they use but whether or not the party in power supports their cause. (1 mark evaluation)</p> <p>Total 4 marks – 1 mark KU, 2 marks analysis, 1 mark evaluation</p>

Section 2 – Social issues in the United Kingdom

Part A – Social inequality

Question			General marking instructions	Max mark	Detailed marking instructions for this question
2.	(a)		<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (for example of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure <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 maximum of 20 marks.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> • the causes of income and wealth inequality • analysis and evaluation relating to the causes of income and wealth inequality <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • unemployment/poverty • low wages/working poor • zero-hours contracts/gig economy • ill health • educational inequalities • gender/racial discrimination • government policy • cost of living crisis <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 The cost of living crisis is a cause of income and wealth inequality in the UK. Inflation and increased prices in shops have led to many families either not having enough money for food or having to go without essentials. (1 mark KU) Total 1 mark – 1 mark KU</p> <p>Response 2 The cost of living crisis is a cause of income and wealth inequality in the UK. Inflation and increased prices in shops have led to many families either not having enough money for food or having to go without essentials. (1 mark KU) In January 2024, 4.2 million people went without essentials such as heating in order to make ends meet. (1 mark KU) This highlights the impact that rising food and energy prices have had on some individuals and families, especially those on lower incomes who have to make the choice between heating and eating. (1 mark analysis)</p>

Question			General marking instructions	Max mark	Detailed 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>Total 3 marks – 2 marks KU, 1 mark analysis</p> <p>Response 3 There is evidence that some government policies have caused income and wealth inequality. For example, the National Minimum Wage (NMW) and National Living Wage (NLW) are often criticised for being at a level that actually reinforces poverty for those that receive it. (1 mark analysis) Currently, the NMW is £10.85 for 18-20-year-olds, and the NLW is £12.71 for those aged 21 and over. (1 mark KU) Around three million workers have benefitted from the introduction of the minimum wage. (1 mark KU) However, some organisations, such as the Real Living Wage campaign and trade unions, criticise these levels as being too low, arguing that it actually contributes to the increasing numbers of working poor in the UK, with minimum wage levels not keeping up with prices and increased costs. (1 mark analysis) NMW and NLW policies have failed to reduce inequalities as they are set at too low a level which has created a working poor in the UK and it is a major cause of inequality. (1 evaluation mark)</p> <p>Total 5 marks – 2 marks KU, 2 marks analysis, 1 mark evaluation</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 one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure <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 8 marks for KU (description, explanation and exemplification) and up to 12 marks for analytical or evaluative comments.</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"> • description and explanation of government policies/benefits that have targeted inequality • analysis and evaluation of the effectiveness of government policies/benefits in reducing inequality <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • benefits such as: <ul style="list-style-type: none"> – Universal Credit – Childcare Allowance – Jobseeker's Allowance – Child Benefit – State pensions – Winter Fuel Payment • Disability Living Allowance, Adult Disability Payment • Scottish Welfare Fund, Scottish Five Family Payments, Baby Box • National Minimum Wage • National Living Wage • government measures to alleviate the cost of living crisis, energy price cap, pension triple lock • Equalities Act (2010) • specific policies to reduce health inequalities such as: <ul style="list-style-type: none"> – free prescriptions – minimum unit pricing – smoking restrictions – health promotion campaigns <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 The Scottish Government provides the 'Baby Box' to help all new mothers in Scotland, no matter their income level. (1 mark KU) Total 1 mark – 1 mark KU</p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
			<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 In 2018, Scotland was the first country in the UK to introduce Minimum Unit Pricing for alcohol. (1 mark KU) This policy now sets a minimum unit price of 65p for alcohol which in turn increases the price of many alcoholic drinks, such as cheap ciders and alcopops. (1 mark KU) By September 2025, the measure had reduced alcohol-related deaths in Scotland to the lowest level for five years. However, despite this, Scotland still have the highest alcohol-related deaths of the four UK nations. (1 mark KU, 1 mark analysis) Overall, the policy is working but not fast enough to catch up with the rest of the UK. (1 mark evaluation) Total 5 marks – 3 marks KU, 1 mark analysis, 1 mark evaluation</p> <p>Response 3 Many Scottish school children from lower income families receive a benefit called the Educational Maintenance Allowance. This is an allowance of £30 per week to encourage young adults to continue their education. (1 mark KU) This policy aims to provide them with more qualifications, to close the attainment gap and to increase earning potential in years to come. (1 mark KU) To qualify, you need to attend school or college regularly and have lived in the UK for at least three years before you apply. (1 mark KU) However, it is clear that there has been mixed success for the EMA as inequalities still exist. For example, the richest children remain three times more likely to go to university than the poorest. (1 mark evaluation) Total 4 marks – 3 marks KU, 1 mark evaluation</p>

Part B: Crime and the law

Question			General marking instructions	Max mark	Detailed marking instructions for this question
	(c)		<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (for example of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure <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 maximum of 20 marks.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> • analysis and evaluation of the relative impact of crime on victims • analysis and evaluation of the relative impact of crime on offenders and families <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • likelihood of physical injury or death • restrictions to employment due to impact of being a victim of crime • emotional and psychological loss • financial impact of crime, loss of pay/job • breakdown of relationships/family • stigma • impact of crime on groups such as the perpetrator or families <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 One impact of crime is physical injury. For example, in 2023-2024 almost two million people suffered violence when being the victim of crime. (1 mark KU) Total 1 mark – 1 mark KU</p> <p>Response 2 Many victims suffer serious psychological problems as a result of crime. For example, a report estimated that over 30% of victims of crime suffer some form of PTSD including flashbacks, insomnia and increased anxiety. (1 mark KU) However, their families suffer too. Victim's families pay a price in terms of increased stress, anxiety and potential breakdown in relationships. (1 mark analysis) Total 2 marks – 1 mark KU, 1 mark analysis</p>

Question			General marking instructions	Max mark	Detailed 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 3</p> <p>Offenders often have difficulty finding employment as they have a criminal record and employers have trust issues with them. (1 mark KU) Unemployment rates amongst offenders are extremely high, for example, those with a criminal record are five times more likely to be unemployed than the rest of society. (1 mark KU) However, many argue this is not as serious as the impact on victims who may no longer feel safe in their own homes, and as such, they experience huge changes to their lifestyle. (1 mark analysis) Victims can also face financial consequences as insurance companies may increase their charges depending on type of crime suffered, for example, house break or car theft. From replacing stolen belongings to replacing property damage, victims often find themselves facing unexpected expenses. This has a disproportional effect on those victims living on a fixed income, such as old age pensioners. (1 mark analysis, 1 mark evaluation)</p> <p>Total 5 marks – 2 marks KU, 2 marks analysis, 1 mark evaluation</p>

Question		General marking instructions	Max mark	Detailed marking instructions for this question
	(d)	<p>Award an analysis mark where candidates use their knowledge and understanding or a source to identify relevant components (for example of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views or interpretations • possible consequences or implications • the relative importance of components • understanding of underlying order or structure <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 maximum of 20 marks.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> • effectiveness or otherwise of non-custodial responses • effectiveness or otherwise of custodial responses • analysis and evaluation of custodial and 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) • reoffending rates, cost comparison • official crime figures • public and media perceptions • protection of the public • reparation to victims • short and long-term prison sentences <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 Drug Treatment and Testing Orders (DTTOs) are a commonly used non-custodial sentence. These are offered to offenders whose addiction is often the main cause of their criminality. (1 mark KU) However, DTTOs have very low rates of completion and higher rates of reoffending than some prison sentences, which highlights how they can be seen to be ineffective. (1 mark evaluation) Total 2 marks – 1 mark KU, 1 mark evaluation</p>

Question			General marking instructions	Max mark	Detailed 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 reoffending rate for non-custodial sentences is often around 35%, and 60% for custodial sentences. (1 mark KU) Some non-custodial sentences lead to lower reoffending rates than if someone has been sent to prison as people can maintain contact with their families. (1 mark analysis) Non-custodial sentences, such as tagging, can be seen to be much more effective than custodial sentences in terms of reoffending rates, particularly for short-term sentences which do not provide enough time for effective rehabilitation. (1 mark evaluation) Total 3 marks – 1 mark KU, 1 mark analysis, 1 mark evaluation</p> <p>Response 3 The reoffending rate for non-custodial sentences is often around 35%, and 60% for custodial sentences. (1 mark KU) Some non-custodial sentences lead to lower reoffending rates than if someone has been sent to prison as people can maintain contact with their families. (1 mark analysis) The rehabilitation services in Barlinnie prison were recently criticised by its governor as too many short-term sentences have led to overcrowding and thus increasing reoffending rates. (1 mark KU) Non-custodial sentences, such as tagging, can be seen to be much more effective than custodial sentences in terms of reoffending rates, particularly for short-term sentences which do not provide enough time for effective rehabilitation. (1 mark evaluation) Total 4 marks – 2 marks KU, 1 mark analysis, 1 mark evaluation</p>

Section 3 – International issues

Part C – World powers

Question			General marking instructions	Max mark	Detailed marking instructions for this question
3.	(a)		<p>Award an analysis mark where a candidate use their knowledge and understanding or a source, to identify relevant components (for example, of an idea, theory, argument) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views 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"> • knowledge of a group who face socio-economic inequality • analysis of the social and economic inequalities faced by this group <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • income, wealth/poverty levels, unemployment rates • housing, education, crime • health and healthcare • crime and justice <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p> <p>Possible approaches to answering the question</p> <p>World Power: USA</p> <p>Response 1 Young black men are 22 times more likely to be fatally shot by the police than young white men. (1 mark KU) Total 1 mark –1 mark KU</p> <p>Response 2 Black Americans make up about 13% of the US population but account for around 33% of the prison population. (1 mark KU) For example, even though Black and white people use drugs at nearly the same rates, Black people are six times more likely to be jailed for drug-related offences. (1 mark KU) Total 2 marks –2 marks KU</p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
			Where candidates make more analytical points than are required to gain the maximum allocation of marks, award these as knowledge and understanding marks provided they meet the criteria for this.		<p>Response 3 In 2024, approximately 19% of Black Americans lived in poverty, which is more than any other ethnic group in the US, with the rate for white Americans at 8%. (1 mark KU) This shows that poverty in the US is an issue that disproportionately affects Black American citizens and the poverty gap between races is vast. (1 mark analysis) This has been a major issue in the US in recent years due to the cost of living crisis. Black American families, who already have lower average incomes and wealth compared to white American families, are struggling to afford rapidly increasing prices. (1 mark analysis) The high costs of rent is a problem for Black American households as they are spending more than 30% of their income on housing, classifying them as ‘cost burdened.’ (1 mark KU) Rising prices also limit access to healthy food and adequate healthcare which worsens health inequalities in Black American communities that already face higher rates of chronic illnesses. (1 mark analysis) Total 5 marks – 2 marks KU, 3 marks analysis</p> <p>World Power: China</p> <p>Response 4 In China, many migrant workers have jobs that offer little security, and they face poor working conditions. They are also vulnerable to exploitation by employers who know that they have few options. (1 mark KU) Although migrant workers are essential to the country’s economic development, they often earn very low wages compared to their urban counterparts. (1 mark analysis) As a result, migrant workers often find themselves stuck in low-paying jobs with no clear path for advancement, which only reinforces the socio-economic divide between them and the wealthier urban residents. (1 mark analysis) Total 3 marks – 1 mark KU, 2 marks analysis</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>Award up to 8 marks for KU (description, explanation and exemplification) and up to 4 marks for analytical evaluative comments.</p> <p>Award up to 6 marks 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 maximum of 12 marks.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> political, economic, cultural and military influence evaluation of the use of their international influence <p>Possible approaches to answering the question</p> <p>World Power: South Africa</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> membership African Union membership of the G20 membership of organisations such as BRICS, SADC second largest economy in Africa South African National Defence Force role within UN – ICJ case against Israel <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p>Response 1 South Africa uses its international influence as part of BRICS. This is an organisation of ten countries that promote their joint economic interest around the world. (1 mark KU) Total 1 mark – 1 mark KU</p> <p>Response 2 South Africa uses its international influence as part of BRICS. This is an organisation of ten countries that promote their joint economic interest around the world. (1 mark KU) BRICS aims to shift global power away from the traditional superpowers and South Africa uses its membership of this wealthy group to push for infrastructure projects in Africa. (1 mark KU) However, South Africa does not have as much influence in the continent as China despite both being members of BRICS. This is shown by China lending Tanzania \$7 billion to build an extensive rail network, showing South Africa is less influential than China. (2 marks evaluation) In addition, BRICS lending has so far been modest and because South Africa is one of the poorer members of BRICS, they have less influence because they often cannot independently fund their ideas. (1 mark evaluation) Total 5 marks – 2 marks KU, 3 marks evaluation</p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
					<p>World Power: USA</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • permanent membership of the UN Security Council • political influence worldwide – role in the Middle East • membership of the G7, G20 and the World Bank • leading role in NATO, nuclear superpower • military superpower and involvement in global conflicts, terrorism • cultural influence • economic influence – aid, trade, dollar <p><i>Any other valid point that meets the criteria described in the general marking instructions for this kind of question.</i></p> <p>Response 3</p> <p>The US is involved in a lot of global organisations. They are leading members of the United Nations and NATO and so they often take the lead in dealing with wars and crises. (1 mark KU) This means the US can use its powerful military and economic influence to force other countries into agreeing with its views. (1 mark evaluation)</p> <p>The US has put huge pressure on Ukraine to agree deals to sell its rare minerals. (1 mark KU) It also gives money and weapons to its allies, for example Israel, and supports them on the international stage, such as when Israel invaded Gaza. (1 mark KU)</p> <p>Total 4 marks – 3 marks KU, 1 mark evaluation</p>

Part D: World issues

Question			General marking instructions	Max mark	Detailed marking instructions for this question
	(c)		<p>Evaluation involves making judgments based on criteria, drawing conclusions on the extent to which a view is supported by the evidence; counter-arguments including possible alternative interpretations; the overall impact/significance of the factors when taken together; the relative importance of factors in relation to the context.</p> <p>Award up to 8 marks for KU (description, explanation and exemplification) and up to 4 marks for analytical evaluative comments.</p> <p>Award up to 6 marks 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 maximum of 12 marks.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> • the nature of the issue • impact on individuals, families and communities • an evaluation of the impact of the issue <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • death/bereavement/loss • family • health/psychological trauma • education • displacement • unemployment, poverty • destruction of infrastructure/housing • crime • social and community cohesion <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p>Possible approaches to answering the question</p> <p>World issue: Russia/Ukraine war</p> <p>Response 1 Due to the war in Ukraine, people have had to move to other countries such as the UK and Germany where they might not know the language or have any connections. (1 mark KU) Total 1 mark –1 mark KU</p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
					<p>Response 2 Due to the war in Ukraine, people have had to move to other countries such as the UK and Germany where they might not know the language or have any connections. (1 mark KU) Some families get separated too, with dads or older brothers staying behind to fight while mums and children flee to safety. (1 mark KU) Schools have been bombed by Russia, so children are losing out on learning which will hugely impact the future economic growth of Ukraine resulting in lower standards of living. (1 mark evaluation) Total 3 marks –2 marks KU, 1 mark evaluation</p> <p>Response 3 Due to the war in Ukraine, people have had to move to other countries such as the UK and Germany where they might not know the language or have any connections. (1 mark KU) Some families get separated too, with dads or older brothers staying behind to fight while mums and children flee to safety. (1 mark KU) Schools have been bombed by Russia, so children are losing out on learning which will hugely impact the future economic growth of Ukraine resulting in lower standards of living. (1 mark evaluation) Communities in the eastern part of Ukraine, such as the Donbas region, are likely to suffer higher unemployment in the future as economic infrastructure has largely been destroyed. This is a huge impact on individuals in these areas as it is already one of the poorest areas of Ukraine. (1 mark evaluation) Total 4 marks –2 marks KU, 2 marks evaluation</p> <p>World issue: the Afghan conflict/terrorism</p> <p>Response 4 Since the return of the Taliban in Afghanistan, women’s rights have been badly affected. There are now severe restrictions on women’s freedoms, including a ban on education for girls beyond the age of 12. (1 mark KU) Public life for women has largely been silenced, with many female activists facing intimidation, violence, or imprisonment for voicing their concerns. (1 mark KU) Many Afghan women live in a constant state of fear and uncertainty resulting in a significant impact on their daily life. (1 mark evaluation) Total 3 marks –2 marks KU, 1 mark evaluation</p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
	(d)		<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 one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between components(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views 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>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 maximum of 12 marks.</p> <p>Award marks where candidates refer to aspects of the following:</p> <ul style="list-style-type: none"> • description and explanation of international organisations involvement in tackling the issue • analysis of the success of these organisations in tackling the issue <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • the United Nations • the European Union • NATO • NGOs • Arab League • the African Union • G7 and G20 • BRICS • SADC • SCO <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p>Possible approaches to answering the question</p> <p>World issue: development in Africa</p> <p>Response 1 UNICEF works hard to tackle development issues in Africa, especially in countries like Sudan, where the challenges are severe. In Sudan, they have screened 5.4 million children for malnutrition. (1 mark KU) As a result, 314,000 children have received lifesaving treatments which have improved their life chances. (1 mark analysis) Total 2 marks – 1 mark KU, 1 mark analysis</p>

Question			General marking instructions	Max mark	Detailed marking instructions for this question
					<p>Response 2 The World Health Organisation (WHO) has played a key role in expanding vaccine coverage for diseases such as measles and polio. (1 mark KU) For example, in Kenya, WHO worked with the government to introduce the rotavirus vaccine to reduce cases of severe diarrhoea. (1 mark KU) Since the vaccine's rollout, doctors in Kenya have seen a significant reduction in hospital admissions for diarrhoea, highlighting the life-saving impact of these immunisation efforts. (1 mark analysis) Total 3 marks –2 marks KU, 1 mark analysis</p> <p>World issue: Russia/Ukraine war</p> <p>Response 3 The EU introduced the Temporary Protection Directive in March 2022, which allowed Ukrainian refugees to access housing, healthcare, and jobs. (1 mark KU) Together EU members have accepted over four million Ukrainian refugees since the Russian invasion. (1 mark KU) Despite helping these people and providing billions of dollars' worth of weapons to Ukraine (\$63 billion), the EU has had no success in stopping the fighting, as countries such as Belgium and Italy still buy a lot of oil and gas from Russia which actually helps Russia to keep fighting. (1 mark KU, 1 mark analysis) Total 4 marks –3 marks KU, 1 mark analysis</p>

[END OF MARKING INSTRUCTIONS]