

2005 Contemporary Social Studies

Standard Grade – General

Knowledge and Understanding/Evaluating

Finalised Marking Instructions

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments.

General Observations

Along with a capacity to understand more complex questions, candidates at General level should also be able to demonstrate a higher level of written expression and precision in their answers. Answers in the form of clear sentences formulated in the candidates' own words would normally be expected. Even here, however, the marker must be careful that such expectations do not become dogmas that deny candidates legitimate marks.

There are frequent occasions where it is difficult for all but the most literate of candidates to reformulate an answer from a source which was designed to be as clear and concise as the question setters could make it. Direct lifts should therefore not necessarily be penalised where they read appropriate to the question. Markers should distinguish this from answers in direct lift form which may contain the answer, but are surrounded by other irrelevant detail. Partial credit may be appropriate in this circumstance, but it may also be that the marker judges the answer to be too vague to gain any marks. Likewise, a one word answer may suffice in some cases. Where a more complex explanation is called for, the candidate who fails to use a proper sentence is unlikely to have developed the answer adequately for full credit.

The same marking convention applies at General level as at Foundation, in the case of 'three points for four marks' evaluating questions, viz. 1 point, 1 mark; 2 points, 2 marks; 3 points, 4 marks. Again a mark allocation of 3 is possible if only partial credit is given for one of the points. The marker is allowed the discretion to award 2 marks for a particularly well-explained point.

In questions where the candidate is asked to *summarise* or *describe* from a graph, a maximum of 1 mark would be accorded to a candidate who simply transcribed from the graph into words without any attempt to process or synthesise the information.

The Environment

Question 1

(a) Description should include:

- coal reduced by half
- nuclear increased slightly
- oil reduced slightly
- gas increased a lot
- hydro increased slightly.

EV 4

Marks

Answer must describe changes. Use of words of quantitative nature essential.

4 marks for 3 changes

2 marks for 2 changes

1 mark for 1 change

Extra marks available for fuller points.

Simple transcription from graph to word – 1 mark.

(b) Any reasonable benefits:

- does not use up fossil fuels
 - not burning and therefore not producing gas
 - ‘will last forever’ – accepted
 - ‘no air pollution’ – 1 mark.
- ‘less harmful’ – no marks ‘cheaper’ – no marks

KU 4

Question 2

(a) NB It is quite difficult for the candidate to change the wording from the source in this question.

Description of change should include:

- factory now to be houses and offices
- river now for sports/leisure and not power
- was an eyesore but now conserving heritage.

EV 4

Marks

4 marks for 3 changes

2 marks for 2 changes

1 mark for 1 change.

- (b) Any reasonable example of heritage (including natural heritage): castles, songs, dance, language, museums etc.

KU 4

NB The question does not specify 'different', or even 'Scottish' and many candidates give a very limited range of answers to which the following should be applied.

- Full answers in sentences, giving two different examples of 'heritage' – 4 marks
- Single word answers giving two different kinds of heritage eg castles, songs – 3 marks
- Single word answers giving one type of heritage in the form, say, of two named castles – 2 marks.

Question 3

- (a) Possible problems include:

- increased traffic levels
- less will be spent on public transport
- more noise pollution
- more pollution as a result of increased traffic
- cost of building work
- 'more traffic' and 'constant heavy traffic' can be accepted as two separate points.

EV 4

If the second last sentence is given as a direct lift answer, treat as one point only.

Marks

4 marks for 3 problems

2 marks for 2 problems

1 mark for 1 problem.

- (b) Public enquiry – key points:

- both sides give views
- the public are allowed to ask questions
- the Reporter writes a report making recommendations
- the First Minister makes a decision.

KU 4

Marks

4 x 1 or 2 x 2 full points or appropriate combinations.

Question 4

(a) NB Candidates are instructed to use both sources for full marks.

Possible reasons include:

- more people, more demand
- people are wasteful
- increase in use of domestic appliances
- increased personal hygiene.

EV 4

Marks

4 marks for 3 reasons

2 marks for 2 reasons

1 mark for 1 reason

To get full marks – both sources must be used.

(b) Individual actions could include:

- shower instead bath
- do not use hose pipes
- buy water efficient machines
- low flush wc
etc.

Water company actions could include:

- fixing leaks promptly
- putting in water meters
- replacing worn pipes
- charging for the amount used
- rationing, expressed in some way
etc.

KU 4

Any reasonable response – 2 x 2.

‘Educate the public’ – 1 mark (vague)

Industrial Society

Question 5

(a) Possible problems might include:

- moving ship from yard to loch / narrow roads
- had to be assembled at the lochside
- getting original or replacement parts
- transporting engine
- the engine is 103 years old.

EV 4

Marks

3 problems for 4 marks

2 problems for 2 marks

1 problem for 1 mark.

(b) NB The question specifies 'growth'. If the answer simply identifies attractions rather than reasons for growth, give a maximum of 2 marks.

Possible reasons include:

- increased heritage attractions
- cheaper transport to country
- strength of foreign currency
- improved marketing
- increased disposable income
- National Parks – accepted at full credit, because they are new.

KU 4

Marks

2 marks for each reason.

Question 6

(a) Possible reasons include:

- better technology
- highly qualified workers
- cheaper wages
- many English speaking countries
- just as cheap and easy to dial abroad.

EV 4

Marks

4 marks for 3 reasons

2 marks for 2 reasons

1 mark for 1 reason.

(b) Possible incentives:

- cheap rent
- tax benefits
- ready built premises
- training for staff
- etc.

KU 2

Marks

2 marks for a reasonable answer.

‘Give them money’ – 1 mark

(c) Possible changes (must describe the change in the operating procedure):

- faster as a result of new technology eg computers
- less paper/need for storage as a result of ICT
- etc.

KU 2

Marks

1 acceptable change for 2 marks

NB – answer is about the change, an example of the technology eg ‘Computers’ is not acceptable.

Question 7

(a) Summary points:

- employment in manufacturing overall has gone down
- employment in service industries has gone up
- both coal and steel production have gone down overall
- car production has actually gone up overall.

EV 4

Marks

3 changes for 4 marks

2 changes for 2 marks

1 change for 1 mark.

NB This should be a summary and not a description.

Markers should be careful not to penalise answers just because they are short. A good candidate may synthesise a lot of points in one sentence.

Transcription gains 1 mark only.

(b) Coal and Steel:

- cheaper foreign materials
- demand fell
- failure to keep up with technological change
- coal – technical difficulties in getting coal out of deeper mines
etc.

Car:

- fluctuation result of foreign competition
- result of companies moving production abroad
- increased wealth leading to increased demand
etc.

KU 4

Marks

2 marks for each reason.

Possible partial credit for underdeveloped reasons.

Question 8

- (a) There are only two possible answers:
1. the increase in life expectancy has been greater for women
 2. women's wages have increased more than those of men.

EV 4

Marks
2 marks for each reason.

- (b) Possible examples:

- equal pay
- child care improved with on site facilities
etc.

KU 4

Allow points that apply to both men as well as women.
2 marks for each relevant example.

Question 9

- (a) Possible advantages:

- can get treatment for problems
- not go to a YOI
- faster... but if the candidate has just lifted directly from the source and includes the reference to wasting less police time, this is not seen as an advantage 'for the young people' and would only be given partial credit.

EV 4

Marks
2 marks for each advantage correctly identified.

- (b) Possible differences:

- hearing system and not Court for under 16
- 15 man jury not 12
- 3 verdicts not 2
- Procurator Fiscal not Crown Office
etc.

KU 4

Allow difference in 'Laws' ie accept example of where our laws are different, such as the age of consent etc.

Marks
2 marks for each correctly identified difference.

Question 10

(a) Agree evidence:

- only 30% wants independence
- only 10% want to go back
- clear majority glad to make own laws.

Disagree evidence:

- only 21% think education is getting better
- less think they have more say
- less think Scotland has a stronger voice in UK.

EV 4

NB The inclusion of 'only' will make a big difference to the evidence quoted. 30% can be seen as a significant, critical figure in electoral terms; or as well short of half! It can be used as an argument on both sides, depending on how it is worded.

Marks

2 marks for each valid point of evidence used fully.

(b) Only two possible answers:

- B and D.

KU 4

Marks

2 marks for each correct choice.

[END OF MARKING INSTRUCTIONS]