

2006 Modern Studies

Standard Grade – Credit

Finalised Marking Instructions

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Supplementary Notes for Markers

- 1 Markers are asked to ensure that marks are entered in the correct columns. Column 1 is for KNOWLEDGE AND UNDERSTANDING and column 2 is for ENQUIRY SKILLS. Marks should be recorded in the appropriate box.
- 2 'List type' answers to questions at Credit Level, if accurate, should be awarded a maximum of 2 marks.
- 3 It is strongly emphasised that the references in the marking instructions indicating expected responses are for guidance only and **MUST NOT BE USED AS PRESCRIPTIVE CHECKLISTS**. The performance of candidates is measured against the Extended Grade Related Criteria as contained in the Conditions and Arrangements Document.

Total Marks Available

Knowledge and Understanding	32
Enquiry Skills	40

SYLLABUS AREA 1 – LIVING IN A DEMOCRACY

QUESTION 1

- (a)

The concept being assessed is Participation. Candidates are required to use understanding of the concept to provide detailed descriptions with relevant examples and appropriate generalisations.

Award up to 3 marks for a description depending upon the quality of description, relevance, accuracy and level of detail. Credit highly those candidates who provide detailed exemplification in their answer.

Answers may include:

- driving people to the polling station
- canvassing – going round door to door
- leafleting and putting up posters
- organising meetings.

Any other valid point

Knowledge and Understanding, 6 marks available

(b)

The concept being assessed is Rights and Responsibilities. Candidates are required to use understanding of the concept to provide detailed explanations with relevant examples and appropriate generalisations.

Award up to 3 marks for an explanation depending upon the quality of explanation, relevance and accuracy. Credit highly those candidates who provide detailed exemplification in their answer.

Answers may include:

- if you don't vote, you can't complain
- the government spends taxes collected, so you should have your say in how it is spent
- low turnout might allow an unrepresentative government into power
- failure to vote might allow extremist parties to win seats in Parliament
- a democracy only works properly if people vote
- people in the past fought for this fundamental right. Voters today should respect this fact.

Any other valid point

Knowledge and Understanding, 4 marks available

(c)

Candidates are required to state a hypothesis relevant to the issue of 'Voting systems used in elections in Scotland'

Award up to 2 marks for a hypothesis depending on the level of insight displayed.

For example:

The following receive 0 marks

- Who votes in Scottish Elections?
- Young people do not vote in Scottish elections.

The following receive 1 mark

- There are many different voting systems in Scottish elections.
- First past the post is a voting system used in Scotland

The following receive 2 marks

- STV will be a good voting system for Local Government elections in Scotland.
- People in Scotland are confused by the many different voting systems.

Any other valid hypothesis

Enquiry Skills, 2 marks available

(d)

Candidates are required to state aims relevant to the issue.

Award 1 mark for each aim depending on its relevance to the hypothesis.

For example:

Hypothesis: STV will be a good voting system for Local Government elections in Scotland.

- To find out how the STV system will work.
- To find out if people in my town think it will be a good voting system.

For example:

Hypothesis: People in Scotland are confused by the many different voting systems.

- To find out the differing voting systems used in Scotland.
- To find out what people in my town think about the different voting systems that they use.

Any other valid aim

Enquiry Skills, 2 marks available

(e)

Candidates are required to justify the use of a given method of enquiry relevant to the issue of 'Peoples' attitude towards voting'.

Two reasons must be given for full marks.

The following reasons receive 1 mark

- The survey has a wide range of ages.
- The survey shows the answers from a lot of people.
- The survey has been carried out by the Home Office.
- It was done fairly recently.

The following reasons receive 2 marks

- The survey has a wide range of ages so that it compares what people of different ages think.
- The survey shows the answer from 9,600 people which is a very large amount and much larger than I could ask.
- The survey has been done by the Home Office and will be trustworthy information from a government source.
- It was done in September 2004 which is not very long ago so the information is relatively up-to-date.

Any other valid reason

Enquiry Skills, 4 marks available

(f)

Candidates are required to state a relevant question for a given method of enquiry.

Award up to 2 marks depending upon relevance, accuracy and level of detail.

The following questions receive 1 mark

- Do you vote?

The following questions receive 2 marks

- Do you think you can influence decisions in the local area by voting?
- Do you think that young people aged over 16 should be allowed to vote?
- How important do you think it is to vote? (Please tick)
Very Important Important Fairly Important Not Important
- If you do not vote can you please tick your reason for not voting.
It is a waste of time
Not bothered
The policies are all the same
I do not like the people who stood to be elected
Other reason

If you ticked 'other reason' please explain

Any other valid question

Enquiry Skills, 2 marks available

SYLLABUS AREA 2 – CHANGING SOCIETY

QUESTION 2

(a)

The concept being assessed is Ideology. Candidates are required to use understanding of the concept to provide detailed descriptions with relevant examples and appropriate generalisations.

Award up to 4 marks for a description of a policy depending upon the quality of description, relevance, accuracy and level of detail. Credit highly those candidates who provide detailed exemplification in their answer.

Answers that do not identify specific policies should be awarded a maximum of 4 marks.

Answers may include:

Education Maintenance Allowance (EMA)

- Financial help for eligible youngsters in S5 and S6.
- It is a weekly payment of up to £30, paid directly to young people.
- This is to enable them to stay in post-16 education in order to get as many qualifications as possible as this is a route into Higher education or into paid employment.

Skillseekers

- It is a training programme for young people.
- Training is to nationally recognised standards.
- The cost of the training is covered.
- It is open to 16 – 18 year olds who have left school.
- Most skillseekers are in work but if they are not, it can still be used through work experience. A work placement can be organised for the trainee.
- Training normally lasts about two years.
- The object of the scheme is to make a young person more employable due to the gaining of qualifications.

Modern Apprenticeships (MA)

- MA's offer those over 16 paid employment.
- They offer the opportunity to train for jobs at craft, technician and management level.
- They allow a person to gain skills and qualifications to help start a career without having to study full-time. The apprentices, themselves, should be capable of achieving a Vocational Qualification at Level 3 or above.
- MA's are available across a wide range of industries.

New Deal (ND)

- This is a Government programme that aims to give unemployed people the help and support they need to get into work.
- Everyone on ND gets a personal adviser who is their point of contact throughout the programme.
- The personal adviser, after discussions, prepares a plan to try and get the person into a suitable job.
- There are different programmes designed for different categories of people eg ND for Young People, ND for Lone Parents, ND for Disabled People or ND 50 plus.

Jobcentre Plus (JCP)

- Launched in April 2002 by the Labour Government.
- It brought together the Employment Service and parts of the Benefits Agency.
- The aim of JCP was to increase the effective labour supply by helping as many unemployed and economically inactive people of working age as possible to move into jobs by making available to them job vacancies, information, advice, training and support, and encouraging employers to open up more opportunities to them.
- Help was also to be provided for people of working age in the most disadvantaged groups and areas so that they moved closer to the labour market, were able to compete effectively for, and remain in work.
- JCP's were also to pay people of working age the correct amount of benefit to which they were entitled throughout the period of their claim. They were also expected to protect the benefit system from fraud, error and abuse.

Any other valid point

Knowledge and Understanding, 6 marks available

(b)

Candidates are required to provide evidence to oppose a given point of view.

Award up to 2 marks for a reason depending on the relevance and development of the evidence.

Candidates who do not make an explicit link between the view and the sources should be awarded a maximum of 2 marks

Answers may include:

Sandy Mathieson says '**Households consisting of pensioners have grown the most in percentage terms**'

Source 1 shows that in 1981 there were 28.9% pensioner households and this rose to 30.8% in 2003, a rise of 1.9%. However the biggest rise was shown by Single Adult households which rose by 8.7% over the same period. This **opposes** the view.

Sandy Mathieson says '**... they (Pensioner households) have experienced less of an improvement in the quality of their lives than other groups**'

Source 2 shows that from 1994 to 2002 pensioner households in poverty fell from 32% to 9%, a drop of 23%. This is the biggest drop in poverty of any household group. This **opposes** the view.

Enquiry Skills, 4 marks available

(c)

Candidates are required to detect and explain examples of lack of objectivity in complex sources, giving developed argument when required.

Award up to 2 marks for an example of selectivity or otherwise, depending on the quality of explanation.

For full marks, all four sources must be used.

Credit highly answers which make a direct link between the view and the Sources. Answers which do not make an explicit link between the view and the Sources should be awarded a maximum of 4 marks.

Award a maximum of 2 marks for an overall conclusion as to the extent of the selectivity depending on the quality of explanation. If no overall conclusion, a maximum of 6 marks should be awarded.

Candidates may draw one overall conclusion or conclusions on each part of the view.

Answers may include:

‘Women are becoming more important to the Scottish economy in the 21st century’.

- From Source 1, new growth industries are mainly service industries such as call centres where the % of women has grown from 42% to 67%
women becoming more important
- From Source 2, more men than women were employed in 1998 but in 2002 it was more women than men employed in Scotland.
women becoming more important
- From Source 2, more women than men employed in Banking, Distribution, Public Administration and other services, ie all the new growth service sectors, in 2002.
women becoming more important
- From Source 3, there are far more women than men in part-time employment and it is increasing.
women becoming more important as numbers are increasing

‘Furthermore, this is reflected in the changes in their pay and conditions’.

- From Source 3, there are far more women than men in part-time employment and it is increasing. However, possibly poorer working conditions as not full-time.
women’s growing importance not reflected
- From Source 4, women on average, for every year mentioned still have less pay than men.
women still lagging behind men as they are not as well paid
- From Source 4, women’s pay as a % of men’s pay is increasing.
women’s growing importance is reflected in improving pay and conditions

The Sources tend to show that Tom Anderson is really only being selective in the use of facts to a fairly small degree. The evidence tends to support a lot of what he has to say. Women are becoming more important to the Scottish economy but this may not be fully reflected in their pay and conditions.

Enquiry Skills, 8 marks available

SYLLABUS AREA 3 – IDEOLOGIES

QUESTION 3A – THE USA

(a)

The concept being assessed is Rights and Responsibilities. Candidates are required to use understanding of the concept to provide detailed descriptions with relevant examples and appropriate generalisations.

Award up to 3 marks for a description depending on the quality of description, relevance, accuracy and level of detail. Credit highly those candidates who provide detailed exemplification in their answer.

Answers that do not mention detailed American examples should be awarded a maximum of 5 marks.

Candidates who fail to mention both Rights and Responsibilities should be awarded a maximum of 4 marks.

No credit should be given to points that refer to non political rights such as gun ownership and religion.

Answers may include:

- the right to vote in city, local, state and federal elections for a large variety of elected posts BUT the responsibility is to register for elections, use their vote, and to do so in a considered way
- the right to freedom of speech means that Americans can express their opinions at meetings and through the media BUT the responsibility is to respect the views of others and not tell lies – America has powerful laws against libel and slander
- the right to protest and demonstrate to gain attention for your views. For example a march outside the White House or the Capitol building in Washington DC, BUT the responsibility is to do so peacefully, to stay within the law and to follow a prearranged route
- the right to join a political party or an interest group with other people who have similar opinions. For example the Republican and Democratic Parties and/or an interest group such as the National Rifle Association, BUT the responsibility is to support these groups financially and to help with their campaigns, and to stay within the law.

Any other valid point

Knowledge and Understanding, 8 marks available

(b)

Candidates are required to make comparisons within and between complex sources and draw valid conclusions from them, with justification by developed argument when required.

Award up to 2 marks for a conclusion depending upon the quality of explanation given and the accurate use of evidence.

A maximum of 2 marks should be awarded for conclusions on any one of the headings. All four headings must be considered for full marks.

Answers may include:

The borough whose racial composition is least like that of the city as a whole

Bronx

Racial composition in the Bronx is least like the city as whole because:

- Hispanics are the largest ethnic group in the Bronx with 48.4%. In all the other boroughs whites are the largest group, just as for the city of New York as a whole
- in New York the largest group is White, followed by Hispanic then Black. 3 boroughs – Manhattan, Queens and Staten Island – show this same pattern. Brooklyn has 2 groups in a different order, but only the Bronx has all 3 in different positions. ie Hispanic, Black, then White.

Staten Island

Racial composition in Staten Island is least like the city as a whole because:

- although the population groups from largest to smallest follow the same sequence as New York, the figures are very different. For example, the White group at 71.3% is over twice that of the city which is only 35.0%. Both the Hispanic and Black groups are less than half the figures for the city as a whole. These differences are much larger than for any other borough.

The relationship between person crime rates and educational attainment

- The Sources show that as the rate of person crime increases educational attainment gets poorer. For example, Staten Island has the lowest crime rate at 332 per 100,000 people and has the lowest rate for not completing high school.
- The Bronx is the borough with the highest rate of person crime (1,112 per 100,000 people) and also has the highest % of those who did not complete high school (38%) and the lowest % who were college graduates (15%).

The relationship between race and family finances

- Staten Island has the lowest rate of family poverty (8%). It also has by far the highest proportion of whites in the city at 71.3%.
- Bronx has the lowest level of income (\$28,000). It also has the lowest proportion of whites in the city at only 14.5 %. (Or the highest level of Hispanics at 48.4%)

The desirability of Manhattan as a Borough to live in

Manhattan would be a desirable place to live in because:

- educational attainment is very high as 49% of those aged 25+ are college graduates and it has the second lowest rate for those not finishing high school (21%)
- average income is \$48,000 which is the second highest in New York. This is only \$7,000 behind the highest, Staten Island, but \$20,000 more than the Bronx which is the lowest at \$28,000.

Manhattan would not be a desirable place to live because:

- it has the highest crime rate in New York at 4,717 per 100,000 people. The rate for person crime is 3rd highest behind Bronx and Brooklyn, but property crime is by far the highest in the city at 3,822 per 100,000.

Any other valid point for any of the headings

Enquiry Skills, 8 marks available

QUESTION 3B – RUSSIA

(a)

The concept being assessed is Rights and Responsibilities. Candidates are required to use understanding of the concept to provide detailed descriptions with relevant examples and appropriate generalisations.

Award up to 3 marks for a description depending on the quality of explanation, relevance, accuracy and level of detail. Credit highly those candidates who provide detailed exemplification in their answer.

Answers that do not mention detailed Russian examples should be awarded a maximum of 5 marks.

Candidates who fail to mention both Rights and Responsibilities should be awarded a maximum of 4 marks.

Answers may include:

- the right to vote in local and national elections for a large variety of elected posts BUT the responsibility is to use their vote, and to do so in a considered way
- the right to freedom of speech means that Russians can express their opinions at meetings and through the media BUT the responsibility is to respect the views of others
- the right to protest and demonstrate to gain attention for your views. For example a march outside the Kremlin building in Moscow, BUT the responsibility is to do so peacefully, to stay within the law and to follow a prearranged route
- the right to join a political party with other people who have similar opinions. For example the Liberal Democratic Party of Russia or Yabloko or United Russia BUT the responsibility is to support these parties financially and to help with their campaigns, and to stay within the law.

Any other valid point

Knowledge and Understanding, 8 marks available

(b)

Candidates are required to make comparisons within and between complex sources, and draw valid conclusions from them, with justification by developed argument when required.

Award up to 2 marks for a conclusion depending upon the quality of explanation given and the accurate use of evidence.

A maximum of 2 marks should be awarded for conclusions on any one of the headings.

All four headings must be considered for full marks.

Answers may include:

The urban/rural divide in Russia compared with some of her neighbours

- The urban/rural split in Russia is very similar to that in both Japan and Norway. In all 3 countries it is almost 75% urban compared to 25% rural.
- Kazakhstan, North Korea and Mongolia also all have fairly similar urban/rural divides with approximately 60% urban as opposed to 40% rural.

The relationship between the urban/rural divide and employment in agriculture

- Although Japan and Norway have similar urban/rural divides, the percentage of the Russian population employed in Agriculture is much higher than in either of the other 2 countries. It is 12% in Russia compared to 5% in Japan and only 4% in Norway.
- North Korea has 3 times the percentage of Russian people in Agriculture whilst Mongolia is completely different from Russia with 79% compared to 12%.

The relationship between employment in services and their contribution to GDP

- Both Japan and Norway have a bigger percentage of their workforce employed in Services. In Russia, 64% of the workforce contributes 60% of the wealth whereas in Japan, 70% of the workforce contributes an even higher percentage of the wealth at 73%. In Norway, it is different as 74% of the workforce only contributes 62% of the wealth. This is a figure much closer to that in Russia.
- Mongolia and North Korea have a much smaller percentage of their workforces involved in Services but in the case of Mongolia, it contributes almost the same percentage of the country's wealth as is the case in Russia.

The importance of Russia to the economies of the neighbouring countries

- The importance of Russia to the economies of the neighbouring countries varies greatly.
- Japan, Norway and North Korea import very little from Russia and in all 3 cases, they sell more to Russia than they buy from Russia.
- Both Mongolia and Kazakhstan get one-third of all their imports from Russia which means that Russia is vitally important to them.
- Russia is a very important export market for Kazakhstan with over 15% of all exports going to Russia.

Enquiry Skills, 8 marks available

QUESTION 3C - CHINA

(a)

The concept being assessed is Rights and Responsibilities. Candidates are required to use understanding of the concept to provide detailed descriptions with relevant examples and appropriate generalisations.

Award up to 3 marks for a description depending on the quality of explanation, relevance, accuracy and level of detail. Credit highly those candidates who provide detailed exemplification in their answer.

Answers, which do not mention detailed Chinese examples, should be awarded a maximum of 5 marks.

Candidates who fail to mention both Rights and Responsibilities should be awarded a maximum of 4 marks.

Answers may include:

- the right to start a business. Ever since the early 1980's Chinese people have been encouraged to open their own businesses. Estimates of 2 million privately owned enterprises. However, there is a responsibility to employ people on a living wage and to contribute to the growth and strength of the economy
- the right to elect village/local representatives/deputies to Peoples' Congresses at city, provincial and national level. However, there is a responsibility for individuals themselves to take part in the running of villages, towns etc by voting or perhaps by becoming a candidate either for the Communist Party or for one of the approved opposition parties
- the right to protest in pressure groups but the responsibility is to ensure that the authority of the Communist Party isn't challenged. Chinese people also have a responsibility to obey the law and to support the communist revolution by educating others and by reporting counter revolutionaries.

Any other valid point

Knowledge and Understanding, 8 marks available

(b)

Candidates are required to make comparisons within and between complex sources and draw valid conclusions from them, with justification by developed argument when required.

Award up to 2 marks for a conclusion depending upon the quality of explanation given and the accurate use of evidence.

A maximum of 2 marks should be awarded for conclusions on any one of the headings. All four headings must be considered for full marks.

Answers may include:

The urban/rural divide in China compared with some of her neighbours

- Japan, has more than twice the urban (79% to 37%) and only one third of rural population compared to China (21% to 63%). It is the least like China of all the neighbouring countries.
- Nepal has less than one third of China's urban population (12% to 37%) but is the only country with a larger rural population than China (88% to 63%).
- India is most like China in terms of the urban/rural divide 28% and 72%.

The relationship between the urban/rural divide and employment in agriculture

- Countries with large rural populations eg China, have a much larger agricultural workforce (63% rural and 50% in agriculture). The same is true for India, Vietnam and Nepal.
- Countries with a large urban population have small agricultural sectors. Eg Japan has 79% urban and only 5% working in agriculture.
- The countries with the smallest rural populations have the smallest agricultural workforce. Japan has only 21% rural population and only 5% employed in agriculture ie a third of China's rural population but only a tenth of its agricultural workforce (5% compared to China's 50%)

The relationship between employment in services and their contribution to GDP

- Services provide more wealth than the proportion of the workforce would suggest in China and all of the neighbouring countries. Eg China gets 32% of its wealth from 28% of its workers.
- Vietnam appears to have the most productive service industry – 14% of the workforce accounts for 38% of GDP. China's service sector is not as efficient, only contributing 32% of GDP from 28% of the workforce.
- Japan is the only service sector that adds less to GDP than China.

The importance of China to the economies of the neighbouring countries

- China buys a quarter of its imports from its neighbours. It is clearly important to them as their population is so large that this will be worth a lot of money.
- All of the neighbours buy and sell from China. Especially North Korea who buy almost 40% of their imports from China, and rely on China to buy 28.4% of their exports. This is much more than any of the other neighbours.
- China is comparatively less important to India and Nepal. India only buys 4.5% of its imports from China, 35.4% less than North Korea whilst Nepal only relies on China to buy 0.5% of its exports.

Enquiry Skills, 8 marks available

SYLLABUS AREA 4 – INTERNATIONAL RELATIONS

QUESTION 4

(a)

The concept being assessed is Power. Candidates are required to use understanding of the concept to provide detailed explanations with relevant examples and appropriate generalisations.

Award up to 3 marks for each point, depending on the quality of both the description and the explanation, relevance and accuracy. Credit highly those candidates who provide detailed exemplification within their answer.

Candidates are being asked to say **what** has happened and **why**.

Answers may include:

- the invasion of Iraq in 2003 by the US-led coalition forces happened because of intelligence reports which suggested that Iraq had Weapons of Mass Destruction (WMD)
- coalition forces launched the war on terror after 9/11. This took the form of getting rid of the Taliban government in Afghanistan and searching for Osama bin Laden
- the bombings in Madrid and London ensured that the war on terror continued to be fought both within and outwith Europe.

Any other valid point

Knowledge and Understanding, 8 marks available

(b)

Candidates are required to provide evidence to support and oppose a personal point of view.

Award up to 2 marks for a piece of evidence depending on relevance and level of development.

For full marks, candidates must use all four sources and give a reasoned argument as to whether or not the evidence supports the view.

Award a maximum of 6 marks if only three sources are used, 4 marks if only two sources.

Award a maximum of 8 marks if no overall conclusion, as to whether or not the evidence supports the view, is given.

Answers may include:

Source 1

For (leaving):

- in UK 27% of the population would be happy if EU scrapped compared to only 16% unhappy. Similar figures in Finland
- people don't view EU as relevant – less than 50% participated in the elections in 2004.

Against (ie staying in EU).

- clearly a popular union – 10 new members in 2004 and more set to join
- in Ireland 44% would be sorry to leave EU
- many countries receive a lot of funding eg Poland.

Source 2 and Source 3 N.B. Sources 2 and 3 cannot be used in isolation (unless discussing turnout)

For:

- dramatic rise of UKIP with 16% of the vote reflects desire to leave EU and opposition to the Euro
- UKIP saw a dramatic increase in their vote and are only party advocating leaving
- slump in vote for the mainstream parties who wish to stay in EU ie Labour fell from 28% to 21% and Conservatives from 36% to 28%
- voter turnout in the UK is very low despite a 9% rise which suggests that the people in the UK are still not sufficiently interested in the EU.

Against:

- low turnout reflects a lack of concern. Far higher turnout if voters wanted to leave EU
- Labour and Conservatives polled far more than UKIP and they both want to stay in EU
- Liberal Democrats only mainstream party to gain between 1999 and 2004 and they clearly wish to remain in.

Source 4

For:

- since 1990 more people wish to leave EU.

Against:

- very unclear that UK people do want to leave as huge fluctuations according to pie charts
- 49% currently wish to remain in compared to only 41% wishing to leave.

Overall, there is more evidence opposing the view of the UKIP voter. Eg only 41% of the UK electorate would vote to leave the EU. As far as the rest of Europe is concerned, twice as many would be unhappy if the EU was scrapped.

Enquiry Skills, 10 marks available

[END OF MARKING INSTRUCTIONS]