



2010 Modern Studies

SG 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 directly opposite the last line of a candidate's response.
- 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 VIEWED AS PRESCRIPTIVE**. The performance of candidates is measured against the Extended Grade Related Criteria and it is against these, rather than a checklist of responses, that they should be assessed.

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 Representation. Candidates are required to use their understanding of the concept to provide explanations in depth and detail.

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

Answers may include:

- MSPs can attend debates within the Parliament which are relevant to the local area and ensure that they get to speak, making local issues a national concern eg threats to local industry, proposed school closures etc.
- An MSP could raise a motion ie start a debate.
- An MSP could ask a question at First Minister's Questions on a Thursday lunchtime.
- MSPs can also join a variety of Committees. These may discuss matters which affect local people and so the MSP could represent their views.
- An MSP not on Government benches can introduce a Members' Bill (like a Private Member's Bill in Westminster). This could reflect local issues.
- Members' Business is when MSPs can raise local matters in the Parliament which would not otherwise be discussed.

Any other valid point.

Knowledge and Understanding, 4 marks available

(b)

The concept being assessed is Participation. Candidates are required to use their understanding of the concept to provide explanations in depth and detail.

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

Answers may include:

- Participating in a TU protects the worker's rights eg if there is a problem with pay and conditions, health and safety etc they can ask the shop steward to speak to management on their behalf.
- Being part of a union protects the worker eg insurance against injury.
- By joining a union the worker will be able to protest more effectively eg thousands of local council workers got a better pay deal by going on strike. One worker striking would not make any difference.

Any other valid point.

Knowledge and Understanding, 4 marks available

- (c)

Candidates are required to state a hypothesis relevant to the issue of 'Representation in the House of Commons'.

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

For example:

The following receive 0 marks:

- There are lots of representatives in the House of Commons.
- How many women are there in the House of Commons?

The following receive 1 mark:

- Minorities are represented in the House of Commons.

The following receive 2 marks:

- Women are not proportionally represented in the House of Commons.
- British Asians are not well represented in the House of Commons.

Any other valid hypothesis.

Enquiry Skills, 2 marks available

(d)

Candidates are required to state aims relevant to their hypothesis.

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

The following receive 0 marks:

- To find out about the House of Commons
- To find out about MPs

The following receive 1 mark:

- To find out how many MPs are from minority ethnic groups.
- To find out if minority groups are represented on Committees in the House of Commons.

Any other valid aim.

Enquiry Skills, 2 marks available

- (e)

Candidates are required to describe in detail, factors to be taken into account when setting up a video conference.

Award up to 2 marks for each problem, depending on the quality of the description, relevance and accuracy. Credit highly those candidates who provide detailed description within their answer.

Answers may include:

- Time zones – it might be difficult to find a suitable time due to time differences.
- Language – Scottish pupils may not speak a second language.
- Finding a school with the appropriate technology.
- Technical difficulties with the technology.
- Willingness to participate.

Any other valid point.

Enquiry Skills, 4 marks available

- (f)

Candidates are required to describe the advantages of video conferencing.

Award up to 2 marks for a description depending on the quality of the description, its relevance and accuracy. Credit highly those candidates who provide detailed description within their answer.

Answers may include:

- Can ask direct questions and get an immediate response.
- Follow up on answers which are not detailed enough or miss the point.
- Primary research can be more relevant than written sources.
- Far more of a personal experience.

Any other valid point.

Enquiry Skills, 2 marks available

SYLLABUS AREA 2 – CHANGING SOCIETY

QUESTION 2

- (a)

The concept being assessed is Equality. 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 on quality, relevance, accuracy and level of detail. Credit highly those candidates who provide detailed exemplification in their answer.

Candidates are required to consider two groups. Answers that fail to do this should be awarded a maximum of 5 marks.

Answers may include:

Parents with young children

- The cost of childcare such as a nursery or a child minder may make it uneconomic to work in low paid jobs.
- There may be a lack of childcare facilities in the local neighbourhood or the work place, which makes employment difficult.
- The need to care for young children may mean that parents are less flexible, and are not able to do shifts and weekend work.
- Prejudice from employers who may feel that a parent may take frequent time off to look after children if unwell.

Any other valid point.

People with disabilities

- Unable to do some jobs due to their disability, and this reduces the pool of jobs they can apply for.
- Employers may be unwilling to spend money to modify the workplace and so do not hire disabled workers.
- Disabled people may have had interruptions to their education and may have lower qualifications as a result.
- Prejudice from employers who may feel that disabled people may have lots of time off.
- There may be transport difficulties in getting to work, which may put disabled people off from travelling from the local area.

Any other valid point.

Older people

- Older workers may have outdated skills and have not yet retrained to acquire more modern skills, which would help them compete with younger workers.
- Prejudice from employers who may feel that older workers may be absent more due to ill health, or might not have as much energy as others.
- Lack of confidence to try something new after many years in the same job.

Any other valid point.

Minority Ethnic Groups

- Language difficulties for those for whom English is not their first language will result in not doing well in job interviews or in jobs that involve dealing with the public.
- Prejudice from employers who may be reluctant to give jobs to ethnic minority applicants.
- Lower educational qualifications are more likely with some ethnic groups, which means that others are chosen before them.

Any other valid point.

Knowledge and Understanding, 8 marks available

(b)

Candidates are required to provide evidence to support and 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.

The correct responses are:

View of Fiona Clark

“Spending an additional £4 billion would help more children than current government spending plans.”

Reason to support

From Source 2, it is clear that by spending an extra £4 billion, the percentage of children in poverty will be lower for every group in comparison to what would happen based on current spending. Also the change in thousands would also be much higher, ranging from 240,000 to 320,000 less for each group.

View of Fiona Clark

“Two European countries have shown a continuous decline in child poverty rates.”

Reason to oppose

From Source 1, it is clear that only one country has shown a continuous decline. France has fallen from 17% in 1999 to 15% in 2003 and finally to 13% in 2006.

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.

Award a maximum of 2 marks for each part of the view, and a maximum of 2 marks for an overall conclusion as to the extent of selectivity.

Credit highly those 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.

The correct responses are:

“The number of people receiving free personal care at home and in care homes have both risen.”

From Source 1

The number of people receiving free personal care at home has increased from 33,030 in 2004 to 42,400 in 2008. In care homes, the number of people receiving free personal care also increased from 8340 to 9600. Therefore, Cameron Petrie’s statement is **correct**.

“All local authorities that spent more in 2007 than 2003 on care homes have seen an increase in the places available between these years.”

From Source 2

All local authorities spent more between 2003 and 2007. However, they did not all have an increase in places available in care homes; one authority, South Lanarkshire, had a reduction in places from 2926 in 2003 to 2796 in 2007. Therefore, Cameron Petrie’s statement is **wrong**.

“Older females, for every reason, make more use of day care services than every other group.”

From Source 3

There are two areas or reasons where elderly females do not make the greatest use of day care services. For Drug/Alcohol problems, males under 65 make the greatest use and elderly females use them least. Also for Learning Disabilities it is females under 65 who make most use of day care services with a figure of 3842, which is over ten times higher than the figure of 349 for elderly females. Therefore, Cameron Petrie’s statement is **wrong**.

Overall conclusion on the extent of selectivity

Cameron Petrie is right in one statement and wrong in the other two, so he is mainly selective or selective to a large extent in his use of facts.

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 deal with 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.
- The right to freedom of speech means that Americans can express their opinions at meetings and through the media.
- 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.
- 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.

- The responsibility to register for elections, use your vote, and to do so in a considered way.
- The responsibility to respect the views of others and not tell lies – America has powerful laws against libel and slander.
- The responsibility to demonstrate peacefully, to stay within the law and to follow a pre-arranged route.

Any other valid points.

Knowledge and Understanding, 8 marks available

- (b) Candidates are expected to make comparisons within and between complex sources and draw valid conclusions from them with justification using developed argument when required.

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

The correct responses are:

The relationship between the **total population** of these states and **violent crime**.

- As the population of a State increases, the amount of violent crime increases.
Vermont with only 624,827 of a population has a violent crime rate of 137 per 100,000 population while New York with a huge population of 19,300,000 has a higher violent crime rate of 435 per 100,000 population.

The relationship between the **type of population** of these states and **income**.

- As the population of a State becomes more urban, the annual income of people increases.
Vermont with a 28% urban population has an average annual income of about \$34,000 while New York with a 91% urban population has a higher average annual income of approx \$52,000.

The relationship between **the percentage of the population with no health insurance** in each of these states and **infant deaths**.

- As the percentage of a State's population with no health insurance increases, the number of infant deaths increases.
Minnesota has 8.6% of its population with no health insurance and 4.8 infant deaths per 1,000 births while New York has 13.5% of its population with no health insurance and a higher rate of 6.0 infant deaths per 1,000 births.

The state which is **most like the USA** as a whole.

- The average annual income of the USA is \$40,800, which is most like Minnesota.
22% of children under 18 live in poverty in the USA, which is most like New York.
The USA teen birth rate is 39.9 per 1,000, which is most like New York.
The USA murder rate is 5.7 per 100,000, which is most like New York.

The conclusion is 'New York' state is most like the USA as a whole.

Enquiry Skills, 8 marks available

QUESTION 3B – 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 description, relevance, accuracy and level of detail. Credit highly those candidates who provide detailed exemplification in their answer.

Answers that do not mention detailed Chinese examples should be awarded a maximum of 5 marks. Candidates who fail to deal with 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 religion.

Answers may include:

- The right to vote in local and national elections.
- The right of all regional and ethnic groups to be entitled to equal representation at all levels of government.
- The right to access many Internet sites, but not all, and to read the views of others.
- The right to protest about the actions of the government. For example, protests during the Beijing Olympics in 2008.

- The responsibility to turn out and use the vote at local village elections.
- The responsibility to listen to the views of others and consider who they vote for.
- The responsibility to avoid sites which are blocked by the Great Firewall.
- The responsibility to ensure that protests are authorised.

Any other valid points.

Knowledge & Understanding, 8 marks available

(b)

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

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

Answers may include:

The relationship between the **literacy rate** of the provinces and **percentage of children under 18 living in poverty**.

- The province with the lowest level of literacy has the greatest number of children under 18 living in poverty. In Henan literacy is at its lowest at 86% whilst child poverty is at its highest at 11%. The reverse is also true in Jiangsu where literacy levels are highest at 93% and child poverty is lowest at about 1%.

The relationship between the **type of population** of the provinces and **income**.

- Income levels are higher in the more urban provinces. Jiangsu has over double the size of urban population at 53% than both Gansu and Henan. Jiangsu has also over double the income of the other provinces with \$4430.

The relationship between **doctors per 100, 000** and **infant mortality**.

- Infant mortality is highest where there are fewest doctors. In Gansu, there are only 1.2 doctors per 100,000 and infant mortality is highest at 21. The reverse is true of Jiangsu where there are 3.4 doctors per 100, 000 and only 8 child deaths per 1000 births.

The province which is **most like China** as a whole.

- Jiangsu is the province most like China as a whole as it has the most similar income, only \$1000 difference. It showed the most similarity in urban population with 53% compared to 42% in China, life expectancy is 70 years compared to China's 73 and there is only 1% difference in level of literacy.

Enquiry Skills, 8 marks available

SYLLABUS AREA 4 – INTERNATIONAL RELATIONS

QUESTION 4

- (a)

The concept being assessed is Need. Candidates are required to use their understanding of the concept to provide descriptions in depth and detail.

Award up to 3 marks for each point, depending on the quality of the description, relevance and accuracy. Credit highly those candidates who provide detailed exemplification of UN Agencies or specific aid projects within their answer.

Candidates are required to consider two groups. Answers that fail to do this should be awarded a maximum of 5 marks.

Answers may include:

UNICEF

- Agency involved in helping meet the specific needs of children.
- Oral Rehydration Therapy across Africa.
- Campaign in Southern Africa to prevent AIDS transmission from mothers to children – Setting up clinics, school visits and poster/TV campaigns.
- Campaign to help child soldiers in Sudan – ‘de-mob’ camps.

WHO

- Agency involved in helping meet African health needs.
- Research into Africa’s killer diseases such as AIDS and malaria.
- Building and equipping of clinics across Africa such as recently in Congo.
- Campaign to increase the number of blood donors in Ethiopia. This also includes training and education programmes.
- Ongoing vaccination programmes against Polio across Sub-Saharan Africa.
- Donation of ICT equipment to African health ministries to help coordinate healthcare and use of health resources.
- Supporting charity campaigns to donate old spectacles to Africa.

UNESCO

- Agency involved in helping meet African education, cultural and science needs.
- Setting up world heritage sites to protect African heritage.
- Teacher training in Sub-Saharan Africa (TTISSA) campaign.
- The LIFE campaign – Literacy Initiative for Empowerment.
- The school in a suitcase campaign. All the equipment to run a classroom anywhere, in one bag.
- EDUCAIDS – campaign to improve AIDS education across Africa.
- Education for all by 2015. UNESCO’s major campaign to try to meet the Millennium Development goals.

FAO

- Agency mainly concerned with the production of food in Africa and in helping develop agricultural efficiency.
- Recent campaign against high food prices.
- Help for small farmers to increase production eg Emergency rice programme in West Africa.
- Campaigns to protect vulnerable crops against virus and disease eg cassava.
- Campaigns to educate farmers on the use of fertilizers and farm machinery.
- Funding of research into GM seeds and other ‘bio-agriculture’.

WFP

- Prepare reports which help National Governments and NGOs understand more clearly what the problems are with food security, nutrition, health and education within a country.
- Reduce hunger and under-nutrition everywhere.
- Save lives and protect livelihoods in emergencies by getting food to where it is most needed and quickly. The WFP does this by launching appeals to the international community for funds and food aid.
- The WFP relies entirely on voluntary contributions to finance its operations.
- Restore and rebuild lives after emergencies.

Any other valid point.

Knowledge and Understanding, 8 marks available

- (b)

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

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

Answers must make explicit links between the information contained in the European Union Factfile and Sources 1 and 2. Answers that do not make explicit links should be awarded 0 marks.

Candidates who fail to explain why they rejected the other candidate country should be awarded a maximum of 6 marks.

Answers may include:

For Country A

- Country A's police have done well in clamping down on drug trafficking. According to the EU opinion survey, 88% of Europeans saw this as fairly important or very important.
- 88% of respondents in the survey also saw a good human rights record as fairly or very important. Country A would meet the criteria for the ECHR.
- University entrants in Country A have been growing in number and are getting close to the EU average of 51%. The EU's economy needs more university graduates.

Against Country A

- Several member states have become concerned about the number of poor countries who are applying to join the EU. Country A's average income (11,200) is less than half of the EU average (23,100).
- The EU takes good care of vulnerable groups, like children. Country A would struggle to meet these standards as shown in a recent UNICEF investigation, which criticized it for "terrible conditions".

For Country B

- Country B is self-sufficient in oil and is already producing 19 million barrels per day more than it uses. EU dependence on Russia would be reduced. This would be good as many would like to admit countries with oil reserves.
- 100% in the survey said that low unemployment was fairly important or very important. The graph shows that Country B's unemployment rate is consistently less than the EU average.
- Country B has been praised for reducing illiteracy rates to below 10%. This is coming close to the levels achieved by schools in the EU.

Against Country B

- Country B has a huge agricultural industry. Over one third are employed in this sector. This would make it difficult to reduce the EU's agriculture budget, which the member states see as necessary.
- Country B has poor health care. Life expectancy is twenty years below the EU average and infant mortality rate is more than double.

Enquiry Skills, 10 marks available

[END OF MARKING INSTRUCTIONS]