Higher Course Specification

SQA

Higher Modern Studies

Course code:	C849 76
Course assessment code:	X849 76
SCQF:	level 6 (24 SCQF credit points)
Valid from:	session 2018–19

This document provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

This edition: July 2019 (version 3.0)

Contents

Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for candidates to complete the course is 160 hours.

The course assessment has three components.

Component	Marks	Duration
Component 1: question paper 1	52	1 hour and 45 minutes
Component 2: question paper 2	28	1 hour and 15 minutes
Component 3: assignment	30	1 hour and 30 minutes — see 'Course assessment' section

Recommended entry	Progression
Entry to this course is at the discretion of the centre. Candidates should have achieved the National 5 Modern Studies course or equivalent qualifications and/or experience prior to starting this course.	♦ Advanced Higher Modern Studies course ♦ further study, employment and/or training

Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide time for learning, focus on skills and applying learning, and provide scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

This course encourages candidates to develop a greater understanding of the contemporary world and their place in it. They have opportunities to develop important attitudes such as respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship.

The course emphasises the development and application of skills. The focus on evaluating sources and making decisions develops candidates' thinking skills, as well as skills in literacy and numeracy. Investigative and critical thinking activities give candidates opportunities to gain important experience in contributing to group work and working on their own.

Purpose and aims

The course uses a multidisciplinary approach to develop candidates' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom (UK) and international contexts. Candidates develop the skills to interpret and participate in the social and political processes they encounter in their lives.

Candidates develop a range of research, analytical and evaluating skills, and an understanding of:

♦ the democratic process and complex political issues
♦ complex social and economic issues at local, Scottish, national and international levels, and ways of addressing needs and inequalities
♦ different views about the extent of state involvement in society
♦ the nature and processes of conflict resolution
♦ the importance of human and legal rights and responsibilities, and their application in different societies

Who is this course for?

The course is appropriate for a range of candidates, from those who wish to achieve an understanding of contemporary society and their place in it, to candidates who wish to progress to more specialised training, further education or employment.

Course content

The course consists of three areas of study: Democracy in Scotland and the United Kingdom; Social issues in the United Kingdom; and International issues. There is considerable flexibility in the themes which can be studied within each area in order to allow for personalisation and choice.

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

♦ developing and applying factual and theoretical knowledge and understanding, and giving detailed explanations and analysis of:
  — the democratic processes, institutions and organisations which make up political life in Scotland and the United Kingdom
  — a major social issue in the United Kingdom, focusing on either social inequality or crime and the law
  — an international issue, focusing on either a political and socio-economic study of a major world power or a contemporary world issue

♦ analysing, evaluating and synthesising a wide range of evidence which may be written, numerical and graphical to:
  — detect and explain the degree of objectivity in contexts which may be familiar or unfamiliar
  — draw and support conclusions in contexts which may be familiar or unfamiliar

♦ analysing and evaluating a wide range of evidence which may be written, numerical and graphical to explain the degree of reliability in contexts which may be familiar or unfamiliar

♦ researching, analysing, evaluating and synthesising a wide range of evidence which may be written, numerical and graphical to make and justify decisions in contexts which may be familiar or unfamiliar

Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment:

Question paper 1

This question paper has three sections. There are options in each section to allow opportunities for personalisation and choice. This question paper samples from the knowledge and understanding as follows:

Section 1: Democracy in Scotland and the United Kingdom
Candidates study aspects of the democratic political system in the UK including the place of Scotland within this system. Relevant case studies are used from either Scotland or the UK, or both Scotland and the UK.
- possible alternatives for the governance of Scotland   - implications of the UK's decision to leave the European Union (EU)   - effectiveness of parliamentary representatives in holding government to account   - strengths and weaknesses of different electoral systems used in elections within the UK   - factors which influence voting behaviour including class, age and media   - ways in which citizens can influence government decision-making, including pressure groups

Section 2: Social issues in the United Kingdom
Candidates have a choice of social issue contexts for study. These focus on either social inequality or crime and the law.

Option 1: social inequality
In the social inequality context, candidates focus on the impact of social inequality on any relevant group.
- reasons why income and wealth inequality exists   - reasons why health inequalities exist   - effect of inequality on a group or groups in society   - individualist and collectivist debate   - effectiveness of measures taken to tackle inequalities, including government measures

Option 2: crime and the law
In the crime and the law context, candidates focus on relevant and contemporary aspects of crime, criminology and the law. Appropriate references are made to Scotland, the UK, or both Scotland and the UK.
- legal rights and responsibilities of UK citizens   - causes and theories of crime   - impact of crime on victims, offenders and their families   - social and economic impact of crime on wider society   - effectiveness of custodial and non-custodial responses to crime

Section 3: International issues
Candidates have a choice of international issue contexts for study. These focus on either the study of a major world power or the study of a significant contemporary world issue.
Option 1: world powers
The study of a world power focuses on political and socio-economic issues. Candidates may choose a major world power from any members of the G20 group of countries, including the EU, but excluding the UK.
♦ extent to which the political system allows democratic participation ♦ political institutions and their ability to dominate government decision-making ♦ socio-economic inequality and its impact on a specific group in society ♦ effectiveness of government responses to socio-economic inequality ♦ a world power's international influence
Option 2: world issues
The study of a world issue focuses on any significant recent issue or conflict which extends beyond the boundaries of any single country, and has an impact which may be regional or global.
♦ social, economic and political factors which have caused the issue ♦ effects of the issue on individuals, families and communities ♦ effects of the issue on the governments involved and the wider international community ♦ effectiveness of individual countries in tackling the issue ♦ effectiveness of international organisations in tackling the issue

Question paper 2
The skills of analysing, evaluating and synthesising evidence are assessed in question paper 2.

Assignment
Candidates choose any modern studies topic or issue that refers to a contemporary political, social or international issue. Their choice is not constrained by the content of question paper 1.

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level, and can be found on the SCQF website.

Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work and draw from the following main skills areas:

1   Literacy
1.1   Reading
1.2   Writing

2   Numeracy
2.3   Information handling

4   Employability, enterprise and citizenship
4.6   Citizenship

5   Thinking skills
5.3   Applying
5.4   Analysing and evaluating

Teachers and lecturers must build these skills into the course at an appropriate level, where there are suitable opportunities.

Course assessment

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

♦ breadth — drawing on knowledge and skills from across the course
♦ challenge — requiring greater depth or extension of knowledge and/or skills
♦ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to draw on, extend and apply the skills, knowledge and understanding they have acquired during the course.

Course assessment structure: question paper

Question paper 1   52 marks

This question paper has a total mark allocation of 52 marks. This is 47% of the overall marks for the course assessment.

This question paper allows candidates to demonstrate application of the following skills and breadth of knowledge and understanding:

♦ giving detailed explanations, analysis and evaluation of complex political, social and economic issues

Candidates answer three questions which assess knowledge and understanding and higher-order skills of analysis and evaluation: two questions worth 20 marks and one question worth 12 marks.

Question paper 1 has three sections:

Section 1: Democracy in Scotland and the United Kingdom
Candidates answer one extended-response question, from a choice of three.

Section 2: Social issues in the United Kingdom
Candidates select either social inequality or crime and the law, and answer one extended-response question, from a choice of two.

Section 3: International issues
Candidates select either world powers or world issues, and answer one extended-response question, from a choice of two.

Setting, conducting and marking the question paper
This question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Candidates have 1 hour and 45 minutes to complete this question paper.

Question paper 2   28 marks

This question paper has a total mark allocation of 28 marks. This is 26% of the overall marks for the course assessment.

This question paper allows candidates to demonstrate application of the following skills:

♦ detecting and explaining the degree of objectivity using a range of sources of information
♦ drawing and supporting complex conclusions using a range of sources of information
♦ evaluating the reliability of a range of sources of information

This question paper has three mandatory questions:

Question 1
Candidates answer a question which assesses the skill of detecting and explaining the degree of objectivity. This question consists of between two and four sources of information. Sources may be written, numerical, graphical or pictorial. This question is worth 10 marks.

Question 2
Candidates answer a question which assesses the skill of drawing and supporting conclusions. This question consists of between two and four sources of information. Sources may be written, numerical, graphical or pictorial. This question is worth 10 marks.

Question 3
Candidates answer a question which assesses the skill of evaluating the reliability of sources of information. This question consists of three sources of information. Sources may be written, numerical, graphical or pictorial. This question is worth 8 marks.

Setting, conducting and marking the question paper
This question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Candidates have 1 hour and 15 minutes to complete this question paper.

Specimen question papers for Higher courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.

Course assessment structure: assignment

Assignment   30 marks

The assignment has a total mark allocation of 30 marks. This is 27% of the overall marks for the course assessment.

Assignment overview

The assignment allows candidates to demonstrate the following skills, knowledge and understanding:

♦ identifying a modern studies issue about which there are alternative views
♦ researching a modern studies issue, using a range of sources of information
♦ synthesising and analysing information from a range of sources
♦ evaluating the usefulness and reliability of a range of sources of information
♦ reaching a decision on the issue studied
♦ showing detailed knowledge and understanding of the issue to support the decision reached
♦ showing an awareness of alternatives to the decision
♦ communicating information using the conventions of a report

Setting, conducting and marking the assignment

The assignment is set by teachers and lecturers within SQA guidelines. SQA provides a brief detailing how candidate evidence is assessed. Candidates choose any contemporary modern studies topic or issue to research. Evidence is submitted to SQA for external marking. All marking is quality assured by SQA.

The assignment has two stages:

♦ research
♦ production of evidence

Candidates undertake the research stage at any appropriate point in the course, normally when they have developed the necessary skills, knowledge and understanding.

In the research stage, candidates choose a topic which allows them to analyse a contemporary issue. They research the issue and organise their findings to address it, using the Modern Studies research sheet to support them in the production of evidence.

Assessment conditions

Time

The research stage is designed to be completed over a notional period of 8 hours. Candidates have 1 hour and 30 minutes to complete the production of evidence for assessment. This must be done in one sitting. Candidates complete the production of evidence stage in time to meet the submission date set by SQA.

Supervision, control and authentication

The research stage is conducted under some supervision and control. This means that although candidates may complete part of the work outwith the learning and teaching setting, teachers and lecturers must put in place processes to monitor progress and ensure that the work is the candidate's own, and that plagiarism has not taken place. For example:

♦ interim progress meetings with candidates
♦ questioning
♦ candidate's record of activity/progress
♦ teacher or lecturer observation

Group work approaches are acceptable as part of the research stage. However, there must be clear evidence for each candidate to show that they have met the evidence requirements.

The production of evidence stage is conducted under a high degree of supervision and control. This means that candidates must:

♦ be in direct sight of the teacher or lecturer or other responsible person during the assessment
♦ not communicate with each other
♦ have access only to the Modern Studies research sheet

Resources

During the research stage, there are no restrictions on the resources to which candidates may have access.

During the production of evidence stage, candidates have access only to the Modern Studies research sheet. The purpose of the research sheet is to help candidates use their evidence and references, collected during the research stage, to address their chosen topic or issue. Research sheets are not assessed but must be submitted to SQA with candidates' assignments.

Reasonable assistance

Teachers and lecturers must exercise their professional responsibility to ensure that evidence submitted by a candidate is their own work.

The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If a candidate requires more than what is thought to be 'reasonable assistance', they may not be ready for assessment, or it may be that they have been entered for the wrong level of qualification.

Reasonable assistance may be given on a generic basis to a class or group of candidates, for example, advice on how to develop a project plan. It may also be given to candidates on an individual basis. When reasonable assistance is given on a one-to-one basis in the context of something that a candidate has already produced or demonstrated, there is a danger that it becomes support for assessment, and teachers and lecturers need to be aware that this may be going beyond reasonable assistance.

Candidates must work on their research with minimum support from teachers or lecturers. In the research stage, reasonable assistance may include:

♦ directing candidates to the instructions for candidates
♦ clarifying instructions/requirements of the task
♦ advising candidates on the choice of topic or issue
♦ guiding candidates on the likely availability and accessibility of resources for their chosen topic or issue
♦ advising candidates on possible sources of information
♦ arranging visits to enable gathering of evidence
♦ interim progress checks

Candidates must complete the production of evidence independently. However, reasonable assistance may be provided prior to the production of evidence taking place. This may include advising candidates of the nature and volume of specified resources which may be used to support the production of evidence.

At any stage, reasonable assistance does not include:

♦ providing the topic or issue for the candidate
♦ directing candidates to specific resources to be used
♦ providing model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings)
♦ providing detailed feedback on drafts, including marking

Evidence to be gathered

The following evidence is required for this assessment:

♦ candidate assignment evidence
♦ Modern Studies research sheet: this must be no more than two sides of A4 paper

If a candidate does not submit a research sheet, a penalty of 6 marks out of the total 30 marks is applied.

Volume
There is no word count.

Grading

Candidates' overall grades are determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

Grade description for C

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

Grade description for A

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

Further information

The following reference documents provide useful information and background.

♦ [Higher Modern Studies subject page](#)
♦ [Assessment arrangements web page](#)
♦ [Building the Curriculum 3–5](#)
♦ [Guide to Assessment](#)
♦ [Guidance on conditions of assessment for coursework](#)
♦ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
♦ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
♦ [Educational Research Reports](#)
♦ [SQA Guidelines on e-assessment for Schools](#)
♦ [SQA e-assessment web page](#)

The SCQF framework, level descriptors and handbook are available on the SCQF website.

Appendix 1: course support notes

Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. Teachers and lecturers should read these in conjunction with this course specification and the specimen question papers and/or coursework.

Developing skills, knowledge and understanding

This section provides further advice and guidance about skills, knowledge and understanding that teachers and lecturers could include in the course. Teachers and lecturers have considerable flexibility to select contexts that will stimulate and challenge candidates, offering both breadth and depth.

Teachers and lecturers should refer to the 'Course content' and 'Course assessment structure' sections of this course specification for the skills, knowledge and understanding for the course and course assessment.

Candidates need support and guidance to develop study skills and learning strategies. Teachers and lecturers should encourage them to participate in and take responsibility for their own learning by finding information and to generally show initiative, wherever appropriate. The benefits of co-operative learning, peer-support and peer-feedback can be substantial and should be encouraged. This can be supported by using information and communication technology (ICT). In addition, opportunities can be explored for approaches that stimulate whole class discussion and debate.

The 'Approaches to learning, teaching and assessment' section provides suggested strategies that teachers and lecturers can use in their delivery to develop these skills, knowledge and understanding.

Approaches to learning, teaching and assessment

The Higher Modern Studies course is a study of aspects of contemporary society. Teachers and lecturers can provide opportunities throughout the course to reinforce and deepen candidates' learning by making links between aspects of knowledge and understanding across sections, depending on the particular topics and issues studied. For example:

♦ Understanding of the political processes and institutions within Scotland and the United Kingdom will be deepened by comparison with the political system in another society such as the United States of America (USA) or with the People's Republic of China.

♦ Understanding of social issues may be deepened by studying government responses to inequality in the United Kingdom and comparing this with government responses to this social issue in other countries. For example, the approach adopted by the government in the United Kingdom to tackling racial inequality can be analysed through a comparison with the approach taken in another country studied, for example, the USA or South Africa.

Learning about Scotland and Scottish culture enriches candidates' learning experience and helps them to develop the skills for learning, life and work they need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should do this.

There is no recommended teaching order for this course. However, candidates should have the opportunity to study a range of topics before they choose a topic or issue for their assignment. The development of skills should be a part of teaching and learning from the start to help candidates progressively build up their skills throughout the course.

Assessment is an integral part of learning and teaching. The Higher Modern Studies course should encourage and support independent learning.

Candidates learn best when they:

♦ understand clearly what they are trying to learn, and what is expected of them
♦ are given feedback about the quality of their work, and what they can do to make it better
♦ are given advice about how to make improvements and are fully involved in deciding what needs to be done next
♦ know who can give them help if they need it

Teachers and lecturers should:

♦ encourage and support independent learning
♦ help candidates understand the requirements of the course by sharing learning and/or assessment criteria
♦ deliver effective feedback
♦ encourage candidates to set their own learning objectives
♦ encourage candidates to assess the extent of their existing knowledge
♦ encourage self- and peer-evaluation
♦ question effectively using higher-order questioning when appropriate

Using assessment for formative purposes can provide an important role in raising attainment by:

♦ giving feedback
♦ detailing progress
♦ identifying candidates' strengths and areas for development

Preparing for course assessment

Course content

The following table shows the knowledge and understanding for the course (left column) and examples of possible ways this content could be covered (right column). These illustrative examples are non-mandatory, are for advice only and are not exhaustive.

Section 1: Democracy in Scotland and the United Kingdom	
Candidates study aspects of the democratic political system in the UK including the place of Scotland within this system. Relevant case studies are used from either Scotland or the UK, or both Scotland and the UK.	
Skills, knowledge and understanding for the course assessment	**Examples of possible approaches**
♦ possible alternatives for the governance of Scotland	♦ the devolved settlement as implemented in 1999 ♦ the role and powers of the Westminster Government and/or the Holyrood Government ♦ proposed changes, extensions and restrictions to the powers of the Holyrood Government ♦ arguments for and against: — a return to pre-devolution arrangements — extensions of devolved powers such as 'devo-max' or 'fiscal autonomy' — proposals for a fully federalised system — independence
♦ implications of the UK's decision to leave the European Union (EU)	♦ results of the EU referendum ♦ voting patterns among different sections of the population in the EU referendum ♦ debate over the need for a further referendum on the terms of Brexit ♦ alternative forms of Brexit and our continued membership of some European conventions or organisations, for example, the single market, customs union, Hard and Soft Brexit ♦ debate over social, economic and political advantages and disadvantages of Brexit for the UK and/or Scotland and for individual industries and sections of the population
♦ effectiveness of parliamentary representatives in holding government to account	♦ the role of MPs, peers and MSPs in holding government to account, for example, Prime Minister's Questions or First Minister's Questions ♦ the passage of a Bill through the Westminster and/or the Scottish Parliament

	♦ and the opportunities for checking and/or scrutiny which exist
	♦ the role of the committees and the second chamber in Westminster and/or the committees of the Scottish Parliament
	♦ role of the executive, including Prime Minister or First Minister, and the Cabinet, in responding to parliamentary checks
	♦ relationship and balance of power between legislature and executive
	♦ the relationship between the UK and Scottish Parliaments and the ability of each to influence the other, for example, the ability of MSPs to influence UK Government policy over Brexit
♦ strengths and weaknesses of different electoral systems used in elections within the UK	♦ description of voting systems in use in the UK
	♦ evaluation of voting systems in terms of representation, choice, fairness and complexity
	♦ impact of voting systems on election results at local, devolved or UK levels
	♦ possible outcomes of elections including majority or minority administration and coalition
♦ factors which influence voting behaviour including class, age and media	♦ factors affecting voting behaviour — traditional factors such as social class and its changing importance (class de-alignment) including evidence from recent elections
	♦ short-term factors such as the traditional media — the sections of society most affected and/or targeted
	♦ social and digital media — the sections of society most affected and/or targeted
	♦ impact of different types of media on recent voting trends
	♦ impact of media activity on the image of party leaders and presentation of party policy
	♦ the growing importance of targeted political advertising on the internet and the growth of 'fake news'
	♦ the importance of age, as shown in early 21st century elections, and referenda and its links to media and class

	♦	other factors such as gender, region and religion
♦ ways in which citizens can influence government decision-making, including pressure groups	♦	the role of pressure groups in the political system and their importance in a functioning democracy as a method of participation
	♦	the role of the media in the political system including the differences between the political coverage of different broadcasters and newspapers
	♦	evaluation of the influence of pressure groups on the political system, and the conditions that allow some groups to be more effective in influencing decision-making than others
	♦	evaluation of the influence of the media on the political system, including the influence of newspapers in recent elections, and the ability of parties and their leaders to 'manage' media coverage

Section 2: Social issues in the United Kingdom	
Candidates have a choice of social issue contexts for study. These focus on either social inequality or crime and the law.	
Option 1: social inequality	
In the social inequality context, candidates focus on the impact of social inequality on any relevant group.	

Skills, knowledge and understanding for the course assessment	Examples of possible approaches
♦ reasons why income and wealth inequality exists	♦ wage differentials ♦ educational inequalities leading to unequal earning power ♦ racial and gender discrimination ♦ capitalist economy leading to unequal rewards ♦ family inheritance ♦ housing inequalities ♦ addiction and criminality
♦ reasons why health inequalities exist	♦ poverty ♦ diet, smoking and exercise ♦ alcohol and drug abuse ♦ poor housing ♦ ethnicity, gender and age ♦ genetics
♦ effect of inequality on a group or groups in society	♦ child poverty and health issues ♦ gender inequality and health issues ♦ ethnic inequality and health issues ♦ crime, education and housing
♦ individualist and collectivist debate	♦ tradition of the welfare state in the UK ♦ examples of recent social policies which promote the state or the individual ♦ arguments in favour and/or against the state provision of health and welfare services ♦ arguments in favour and/or against the provision of health and welfare services by individuals
♦ effectiveness of measures taken to tackle inequalities, including government measures	♦ recent social welfare policies ♦ the impact of such policies on health and/or welfare inequalities ♦ policies still in existence which were introduced by previous governments, for example, minimum wage, free prescriptions ♦ policies which were introduced by the current government, for example, benefit cap

Option 2: crime and the law

In the crime and the law context, candidates focus on relevant and contemporary aspects of crime, criminology and the law. Appropriate references are made to Scotland, the UK, or both Scotland and the UK.

Skills, knowledge and understanding for the course assessment	Examples of possible approaches
♦ legal rights and responsibilities of UK citizens	♦ legal rights and responsibilities: innocent until proven guilty, fair trial, legal representation, respect for property, equal rights ♦ scope of law in society: civil, criminal; categories of crime
♦ causes and theories of crime	♦ biological theories ♦ psychological theories ♦ sociological theories ♦ individualist free choice theories or collectivist socialisation theories
♦ impact of crime on victims, offenders and their families	♦ personal impact on the victim: financial loss, loss of confidence, loss of income and physical suffering ♦ personal impact on the offender: financial penalty, incarceration, unemployment, and loss of status and/or respect ♦ impact on families of victims and offenders: loss of loved one, financial hardship, and loss of status and/or respect
♦ social and economic impact of crime on wider society	♦ community impact: economic consequences due to loss of investment leading to higher unemployment, poverty ♦ political impact: issue for governments and local councils if there is a perceived failure to tackle crime ♦ political costs as well as ethnic inequality and/or health issues ♦ crime, education and/or housing
♦ effectiveness of custodial and non-custodial responses to crime	♦ punitive solutions: fines, prison sentences (short- or long-term) ♦ community-based sentences such as Community Service Orders (CSOs) and tagging orders ♦ evaluation of the success of community-based sentences and of custodial sentences

Section 3: International issues	
Candidates have a choice of international issue contexts for study. These focus on either the study of a major world power or the study of a significant contemporary world issue.	
Option 1: world powers	
The study of a world power focuses on political and socio-economic issues. Candidates may choose a major world power from any members of the G20 group of countries, including the EU, but excluding the UK.	
Skills, knowledge and understanding for the course assessment	**Examples of possible approaches**
♦ extent to which the political system allows democratic participation	♦ the nature of elections and their impact on decision-making ♦ the ability of the population to join a party or a pressure group ♦ the rights of free speech or to protest against government action ♦ freedom of the press and the ability of the public to express opinions ♦ an evaluation of the extent to which the world power could be considered democratic, that is, the extent to which the government is accountable to the will of the people
♦ political institutions and their ability to dominate government decision-making	♦ the main government decision-making institutions and offices ♦ the ability of one institution, party or branch of government to dominate decision-making ♦ the powers of the executive, legislature, and judiciary as defined in a constitution
♦ socio-economic inequality and its impact on a specific group in society	♦ description of socio-economic inequality between significant groups in society ♦ causes of the inequality and recent developments ♦ impact of inequality on a group in society; ethnic groupings, gender groupings, age groupings ♦ impact of inequality in terms of, for example, income, employment, health, housing, crime, education
♦ effectiveness of government responses to socio-economic inequality	♦ the responses of government to inequality and its attempts to tackle the issue: benefits, services, economic investment, educational initiatives and housing initiatives ♦ evaluation of the effectiveness of government responses in tackling social inequality
♦ a world power's international influence	♦ involvement in international organisations; United Nations (UN), EU, NATO,

	African Union
	♦ relationship with other countries: relationship with immediate neighbours including political, economic, humanitarian or military support
	♦ evaluation of international influence and power through impact on immediate neighbours, region and whole world

Option 2: world issues	
Skills, knowledge and understanding for the course assessment	**Examples of possible approaches**
The study of a world issue focuses on any significant recent issue or conflict which extends beyond the boundaries of any single country, and has an impact which may be regional or global.	
♦ social, economic and political factors which have caused the issue	♦ overview of world issue and appreciation of the scale of its impact ♦ political and religious reasons for conflict ♦ social and economic factors that give rise to an international issue such as poverty, unemployment and disputes over territory
♦ effects of the issue on individuals, families and communities	♦ effects of the issue on individuals and families: poverty, homelessness, disease, isolation, violence and death ♦ effects on communities: lack of investment, unemployment, poverty, breakdown of civil society and breakdown of law and order
♦ effects of the issue on the governments involved and the wider international community	♦ effects of the issue on countries and their governments: greater social problems leading to greater need for government spending, threat to the state's survival, breakdown of law and order, shunned by other countries and bullied by neighbouring states ♦ reduction in trade leading to financial and currency problems ♦ instability in the region leading to similar problems in neighbouring countries or conflict with powerful neighbours ♦ division within the international community: within the UN security council, disputes over resources, deployment of armed forces and the implementation of sanctions
♦ effectiveness of individual countries in tackling the issue	♦ national attempts to resolve the issue: military, humanitarian, financial ♦ evaluation of the success of national initiatives, for example, reductions in deaths, successful peace treaties, improved medical facilities
♦ effectiveness of international organisations in tackling the issue	♦ regional and international attempts to resolve international issues; the UN, EU, NATO, African Union (peacekeeping, financial or other aid, peace talks, embargos) ♦ evaluation of national, regional and international attempts to resolve international issues

Further guidance for course assessment

Question paper

Candidates should provide relevant, up-to-date examples in their responses to both 12-mark and 20-mark questions as this helps candidates achieve high marks.

Candidates should ensure that their responses fit the demands of the specific question being asked. The temptation for candidates to write 'pre-prepared' answers on the general topic covered in the question is strong, but this approach is unlikely to gain high marks. Teachers and lecturers should encourage candidates to revise topics but be ready to adapt their knowledge to fit the question.

In the 'conclusions' source questions, candidates must be able to provide developed and insightful conclusions, making evaluative comments, having scrutinised the source material. All of the marks in these questions are awarded for using sources and are not awarded for the conclusion itself. However, without a valid conclusion, candidates gain 0 marks.

The overall conclusion in this type of question should not be a reworded summary of the answer given for the two bullet points. Teachers and lecturers should instruct candidates to read this part of the question carefully. Although the same evidence can be used, the overall conclusion should provide an evaluative judgement which is relevant to the wording of the question. Including background knowledge will gain 0 marks.

In 'accuracy' source questions, candidates should include a 'quantitative' judgement, for example, 'largely accurate', and support this with the most convincing evidence. Statements which suggest that the statement is totally accurate or totally inaccurate gain 0 marks. Teachers and lecturers should discourage candidates from including judgements such as 'accurate to a certain extent' as they are too vague.

Assignment

Choosing an appropriate modern studies topic or issue

Candidates should choose an issue for study which is:

♦ both contemporary and relevant
♦ a modern studies topic, in that it develops an understanding of the issue through using the approach of one or more of the following disciplines:
  — politics
  — sociology
  — international relations
  — economics
♦ an issue that creates a range of views and possible policy options, thereby allowing a decision to be made

The assignment provides opportunities for candidates to choose from a range of possible topics, for example:

♦ Should Scotland become an independent country?
♦ Should the House of Lords be wholly elected?
♦ Should Britain leave the EU?
♦ Should the UK Parliament be elected by proportional representation or continue to be elected by the first past the post system?

The questions listed above are for guidance only and draw upon knowledge and understanding primarily from the 'democracy in Scotland and the United Kingdom' section. Further challenge and application could involve a comparative aspect by drawing on knowledge and understanding of other political systems developed in the 'international issues' section.

Research sheet

Candidates should make direct reference to their research sheet throughout their assignment report. They should clearly attribute sources (author, date published, title, name of publication), and any information intended as knowledge should not be included.

Two sides of A4 paper are allowed as a research sheet. Plans, knowledge reminder sheets or similar techniques are not allowed.

Research sheets should include information that is of use to the candidate and which provides evidence of research.

Further guidance on research sheets can be found in 'Appendix 2'.

Knowledge

Candidates should include points of knowledge throughout their report to both frame the issue and to support their argument and analysis.

Analysis and/or synthesis

Candidates gain analysis and/or synthesis marks when they use information from the sources they have collected during their research, and have included them on their research sheet. It is good practice for candidates to make reference to, and quote from, this information when supporting an argument or policy option. Large-scale copying or pre-prepared analysis will not gain marks.

Source evaluation

When evaluating the reliability of sources, candidates should make specific reference to sources which they have included on their research sheet. They should focus on the specific website or newspaper article they have used and included on their research sheet.

Decision

Candidates gain marks for making a clear decision or recommendation which is supported by an argument and/or specific evidence. They should also consider the reasons why alternative options were discounted.

Developing skills for learning, skills for life and skills for work

Teachers and lecturers should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing and teachers and lecturers can provide advice on opportunities to practise and improve them.

SQA does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on approaches being used to deliver the course in each centre. This is for individual teachers and lecturers to manage.

1 Literacy

The Higher Modern Studies course provides candidates with opportunities to develop literacy skills, particularly reading and writing. Teachers and lecturers should encourage candidates to read as widely as possible, and produce extended writing where appropriate in order to facilitate progression to other qualifications in modern studies or related areas, and the world of work. Candidates are likely to experience listening and talking skills during class discussions and debates.

Candidates may read a variety of texts about the topic or issue they are studying, including a range of newspapers in print or electronic form. They may study these alongside academic research or government reports at an appropriate level. This means that they are able to consider many different types of text and consider their benefits and limitations in terms of providing information to help them complete their assignment.

The assignment provides considerable scope for the development of writing skills. Candidates may summarise the research they have carried out, identify key points and arguments, assess and evaluate the value of different sources, and express opinions and viewpoints, as well as personally reflect on what has been learned.

1.1 Reading

Candidates develop their literacy skills in significant ways by reading:

♦ newspapers (can also develop skills of supporting and opposing views using facts)
♦ campaign literature, for example, political party or pressure group leaflets, posters and information on websites
♦ blogs
♦ diaries
♦ relevant information selected from a source

1.2   Writing
Candidates develop their writing skills by:

♦ creating questionnaires and surveys

♦ creating interview questions

♦ writing letters to representatives

♦ developing note-taking skills by selecting, for example:
  — key points of information from the UK or Scottish Parliament websites
  — relevant information from a range of crime and law resources
  — key points from audio or visual material on a world issue
  — information from websites or from media clips or DVDs watched in class

♦ drafting and re-drafting summaries from notes

♦ preparing notes for participation in discussion and debate

♦ organising thoughts by completing a concept map with detailed information for revision purposes

♦ drafting and re-drafting materials for a report or essay

♦ refining thoughts by writing a review of their own work and noting plans for improvement

♦ communicating purposefully by writing a talk on a particular issue to be presented to the class

2   Numeracy
Candidates develop numeracy skills through the evaluation of a range of numerical, statistical and graphical sources of information during source-based tasks and through research opportunities.

Source-handling experiences provide opportunities for candidates to tackle a range of graphs, tables and charts:

♦ For political issues there are numerous sources of data on recent elections which candidates could access, or teachers and lecturers could introduce them to and ask them to identify trends or to draw conclusions.

♦ For social issues candidates could design and carry out surveys or questionnaires on poverty or crime and present the data collected in various ways.

♦ For any world power there is official statistical data which candidates could access for research purposes. From this they could draw conclusions and form arguments.

♦ For international issues, the UN may be a good source of statistical information. Complex information could be interpreted and explained.

♦ Candidates could research a particular aspect in pairs or small groups and construct a source question, replicating the demands of the question paper, for the rest of the class to complete. For example, small groups could research information on a different social or economic issue for their focus country.

♦ Candidates should be able to draw conclusions based on data and/or information and be able to consider the reliability of such evidence.

Teachers and lecturers should use statistical sources to create appropriate tasks across the full range of modern studies source-based questions.

2.3   Information handling

In their study of political, social and international issues, candidates encounter and use a wide range of numerical, graphical and pictorial information. They are required to handle statistical information in a range of formats, for example, line graphs, pie charts and bar graphs. They should use information from a range of sources and be able to evaluate this data in order to judge the accuracy of an opinion and to draw and justify conclusions.

There are many ways to develop these skills, for example, in the 'democracy in Scotland and the United Kingdom' area of study, candidates could be asked to find the results of several recent general elections in tables or in bar graphs. Information could include, for example, the percentage of seats and percentage of votes a political party received; the number or percentage of women or representatives from minority ethnic groups; or voting behaviour statistics based on gender, race, or age. Candidates would be expected to reach an overall conclusion in relation to:

♦ fairness in representation, for example, political parties who received a disproportionate number of seats in relation to number of votes secured
♦ under-representation, for example, candidates could identify those groups which have not received a proportionate number of representatives to their number in the UK as a whole
♦ identifying trends over time, for example, number of smaller political parties — has support increased or decreased?
♦ voting behaviour trends, for example, which groups in society are most likely to vote at all or for which party. This could then be used to consider the implications for the future of politics in Scotland and the UK or for the role of the media

Candidates could then use the identified trend to undertake more research and examine possible explanations for these trends.

4   Employability, enterprise and citizenship
4.6   Citizenship

By studying democracy in the UK and Scotland and, where the study of a world power is chosen, the political system of a country or the EU, candidates develop political literacy and explore key concepts such as: participation; representation, rights and responsibilities; and decision-making in society — all central to the themes of citizenship.

Candidates can develop their political literacy and citizenship skills in the following ways as part of their assignment research or to support their classroom activity:

♦ writing a letter or email to a local or national representative
♦ visiting a local representative at their surgery or office
♦ visiting local council chambers, the Scottish Parliament or the UK Parliament
♦ inviting an MSP, MP, local councillor or trades union representative to speak to the class — candidates can prepare questions in advance
♦ participating in debates as a class member

By examining social issues, either within the social inequality or crime and the law areas of study, candidates develop an understanding of the issues of diversity and equality.

Social issues and their impact on individuals and society provide rich opportunities for candidates to consider and reflect on their attitudes towards society, and their place and the place of others within it. Candidates have the opportunity to deepen their understanding of the way society works and issues they may encounter in the future.

Whatever the international issue taught, it should be possible to have a focus on rights within that issue. The Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child would be ideal documents to use. Teachers and lecturers could issue candidates with the full list of children's rights and ask them to identify the rights which they felt were most important for the issue. This could then form the basis of further class discussion, debate or research.

Candidates could look at the ways individuals can voice their views about an international issue or conflict. They can address the issues of interdependence and global interconnectedness. Active participation in global issues could be highlighted through school support for developmental charities; involvement in environmental projects; or increased awareness of the role of environmental and rights pressure groups. By studying international issues and other societies, candidates develop a wider and deeper perspective on significant international issues and aspects of life in other societies.

5   Thinking skills
5.3   Applying
5.4   Analysing and evaluating

Candidates develop their knowledge and understanding of contemporary issues and events and are able to apply their knowledge to real events and issues. The course encourages the retention of information, the analysis of information from sources and from acquired knowledge, and the evaluation of different types of evidence and viewpoints. Candidates demonstrate these skills through class work, formally-assessed tasks and the course assessment.

The course involves candidates in extensive work to analyse and evaluate different sources of information. Teachers and lecturers should use their judgement to direct more able candidates to more complex, and potentially richer sources of information.

In the assignment candidates plan, organise, research and develop notes on a topic or issue of their choice. Based on this research, they write a report considering the arguments for and against different options in a context that they have chosen, critically evaluate their research methods and reach supported conclusions and/or recommendations. This must be written up under controlled conditions.

Appendix 2: guidance on assignment research sheets

This section provides guidance for teachers, lecturers and candidates on the construction and design of research sheets prior to the write-up of assignments.

Modern Studies research sheets should contain evidence gathered by candidates during the research stage.

Candidate assignment evidence should:

♦ be no more than two sides of A4 paper. There is no word count
♦ contain evidence of the actual source used. A list of notes may not do this effectively
♦ be clearly attributed (author, date published, title, name of publication)
♦ contain no pre-prepared analysis or argument. Quoting from sources is allowed
♦ not contain a detailed plan with the main arguments or headings included
♦ contain as many different sources of information as candidates will find useful
♦ contain no information that candidates intend to use as knowledge or as part of their source evaluation
♦ include enough information to be useful to candidates but not so much as to make knowledge marks difficult to achieve

There is no single template for a 'perfect' research sheet. They should be set out in a way that the candidate finds useful. A very carefully constructed, detailed sheet does not guarantee the candidate will achieve high marks just as a very hastily constructed, brief sheet does not mean the candidate will achieve low marks.

Research sheets are not marked. Marks are awarded for the use the candidate makes of the information contained on the sheet, and their background knowledge. Candidates must analyse and synthesise their information and combine it with knowledge to form relevant arguments and to reach a coherent, consistent and well-supported decision.

Candidates are likely to be disadvantaged by research sheets which contain only a list of URLs. If a candidate fails to explicitly reference a source, the marker must mark the point as 'knowledge'. The candidate may then reach the maximum of 10 marks for knowledge very quickly. If the marker can see the relevant information on the research sheet, they may be able to award analysis or synthesis marks, despite the fact there is no explicit reference to it by the candidate.

Evaluation of research sheets
The following is an evaluation of the four research sheets available on SQA's Understanding Standards website. Teachers, lecturers and candidates can access these research sheets and consider their strengths and weaknesses in conjunction with the comments which follow. The marks awarded to each of the four candidates are not part of this evaluation, but can be seen in the markers' commentaries which are also available on the website.

Candidate 1

This candidate adopts a very common structure. They provide each web address and give it a title, for example, 'Source 1' — this is a useful technique as it will save the candidate time when directly referencing their sheet during the write-up stage. Overall, there is a lot of information on the two A4 sides of paper which may make knowledge marks difficult to achieve.

The candidate provides a list of bullet points for every source. This is an acceptable technique but can lead to the risk of copying. In many cases these bullet points are simply linked together with little or no additional analysis or comment. This is slightly better than straightforward copying. However, the candidate may have used these bullet points appropriately, adding creditworthy analysis.

The candidate includes the date of the first source but then fails to do so for sources 2–6. The sheet does not include a plan and section headings are not included. Similarly, the candidate does not provide any information for their section on source evaluation.

Candidate 2

This candidate produced a handwritten research sheet using a very simple structure. They provide each web address but the sources are not given any other title. The candidate has handwritten bullet points for each source — suggesting they have read the sources and made notes. The danger of this approach is that these are the only points that the candidate intends to make throughout their report and that they will simply link them together in the order they are written. This type of planned sheet is quite common and although it can be used to excellent effect by the most able candidates, it often leads to simplistic responses which gain few marks.

Although the research sheet is brief and very simplistic, it does not guarantee a low mark.

Candidate 3

Candidate 3 has included so much information on their sheet that it has been reduced to a very small font size. This may have reduced its usefulness in the write-up, (especially the first page). It may also be the case that this candidate will find it very difficult to achieve knowledge marks as almost everything that can be said about their topic is included and so cannot be credited as knowledge.

Despite the confused and busy layout, the candidate has labelled the sources. The second page provides some very useful graphical and tabular information but this is again diminished in value by the size of the font used. Space is wasted by the inclusion of a very long URL for the last source. The date of publication is included for one source but not for the others. This date should be given a more prominent position and should be included along with other information such as author, publisher, and title for all sources.

The candidate appears to have mostly used a 'cut and paste' technique from the internet which suggests that the information is not their own pre-prepared analysis of the issue. No headings or comments are included, which means 'structure' and 'evaluation of sources' marks may be more easily achieved.

Candidate 4
This candidate starts with a URL. They do not label the source as 'Source 1' or 'Source A' but this is not mandatory. A series of notes and statistics are then given under the URL. It is not clear if this is the candidate's own notes from the website or a copied section. This approach is acceptable but can lead to copying.

The second source appears to be from a book. The author and date should have been included here. The information which follows is detailed and includes elements of analysis and argument. This is not necessarily a bad approach but will again lead to the risk of copying. Many candidates have used this approach very effectively.

The final two sources follow a similar pattern to the first.

The research sheet is clearly not a plan and does not include headings or comments to be used in their evaluation of sources.

Although all four candidate research sheets show both good and bad practice they do not, on their own, determine candidates' marks.

Appendix 3: examples of the source reliability question

Introduction

This section provides examples of the 8-mark source reliability question in question paper 2.

Example question 1

Study Sources A, B and C then attempt the question that follows.

Source A

The NSW Health system is…

▶ RECRUITING MORE NURSES*

47,500+
46,573
43,147   43,346   43,405

2008/09   2009/10   2010/11   2011/12   to March 2013
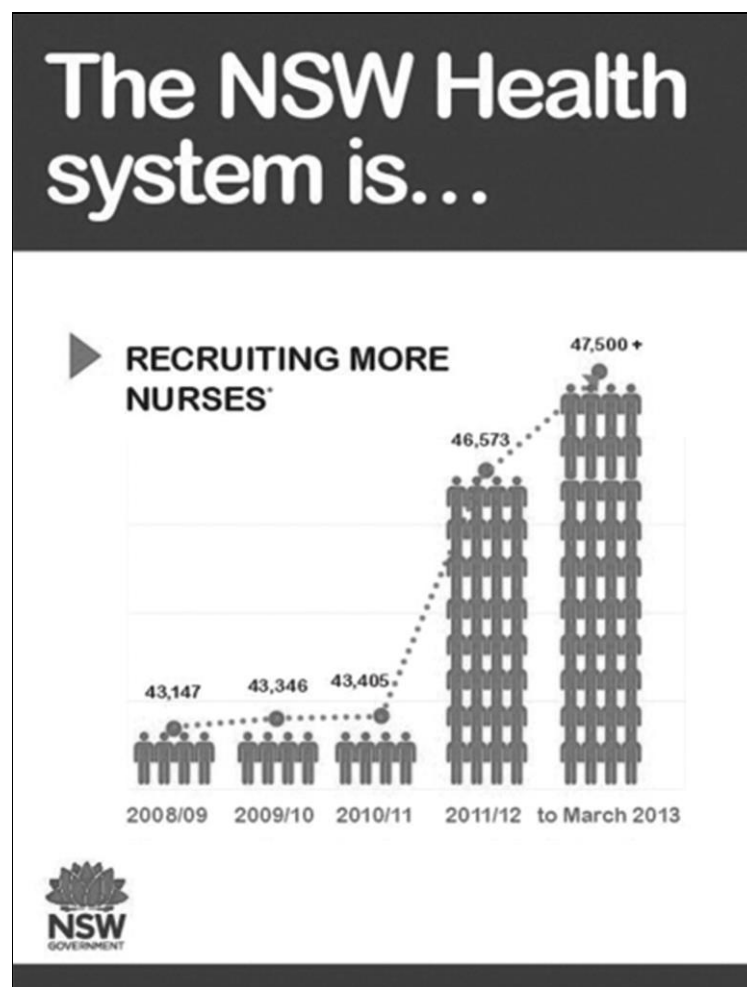
Source Infographic from the Ministry of Health, New South Wales, Australia, March 2013

Source The Conversation — a not for profit website which works with universities to publish research-based news. Its authors are leading research academics in their fields. The Conversation was started in Australia but reports on worldwide issues.

Source C

Source The Australian Medical Association — a professional organisation which represents doctors and campaigns on health issues in Australia.

Attempt the following question, using only the information in Sources A, B and C.

To what extent are Sources A, B and C reliable?

You must provide an overall conclusion on the most reliable source of information.   **8**

Example question 2

Study Sources A, B and C then attempt the question that follows.

Source A

Source The Guardian newspaper.

Source UK Independence Party (UKIP) campaign poster during the 2016 United Kingdom EU membership referendum.

Source C

Source Conservative Home website.

Attempt the following question, using only the information in Sources A, B and C.

To what extent are Sources A, B and C reliable?

You must provide an overall conclusion on the most reliable source of information.　**8**

Copyright acknowledgements

Example question 1

Source A — Infographic is taken from Ministry of Health, New South Wales, Australia, March 2013. Licenced under the Creative Commons 4.0 Licence. © State of New South Wales NSW Ministry of Health. For current information go to www.health.nsw.gov.au.

Source B — Screenshot is adapted from The Conversation website, September 21, 2017. **SQA has made every effort to trace the owners of copyright materials in this question paper, and seek permissions. We will be happy to incorporate any missing acknowledgements. Please contact question.papers@sqa.org.uk.**

Source C — Screenshot is taken from Australian Medical Association website, 9 October 2018. Reproduced by kind permission of Australian Medical Association.

Example question 2

Source A — Screenshot of article, 'How Britain's views have changed — full Brexit poll results,' taken from The Guardian website, Friday 26 January 2018. Reproduced by permission of The Guardian. © Guardian News & Media Ltd 2019.

Source B — UK Independence Party (UKIP) campaign poster. **SQA has made every effort to trace the owners of copyright materials in this question paper, and seek permissions. We will be happy to incorporate any missing acknowledgements. Please contact question.papers@sqa.org.uk.**

Source C — Screenshot of article, "Interview: Jacob Rees-Mogg — 'I think the love-bombing of UKIP voters would be an intelligent strategy'" by Andrew Gimson, is taken from Conservative Home website, December 17, 2014. Reproduced by kind permission of Conservative Home.

Example questions — marking instructions

Question	General marking instructions	Max mark	Specific marking instructions for this question
1	Candidates interpret and/or evaluate three complex sources of information, evaluating and explaining the extent of reliability. In order to gain marks candidates must show evidence which supports the evaluations reached. ♦ Award up to **2 marks** where candidates use evidence appropriately, depending on the quality of the explanation and the synthesis of the evidence, for any one explanation of the extent of reliability. ♦ For **full marks** candidates must refer to all sources in their answer. ♦ For **full marks** candidates must make an overall conclusion on the most reliable source of information.	**8**	Candidates can gain marks in a number of ways **up to a maximum of 8 marks**. **Source A** **Response 1** Source A is not reliable. **Total — 0 marks (no evidence or explanation provided).** **Response 2** Source A is not reliable as it was published in 2013 so the information is out of date. **Total — 1 mark (straightforward evidence provided).** **Response 3** Source A is reliable and trustworthy to a certain extent. It has been published by the government department in charge of health in NSW so the figures should be accurate. However, the source could be seen as misleading as the graphic exaggerates the changes in the number of nurses. An increase of around 10% after 2010/2011 looks much bigger as the number of 'human symbols' used has increased ten-fold. **Total — 2 marks (detailed evidence provided).**

Question			General marking instructions	Max mark	Specific marking instructions for this question
					Source B **Response 4** Source B is trustworthy as it is published by a website that uses leading research academics and works with universities who have great insight and knowledge of the issues discussed. This article is written by the director of a health institute which suggests a high level of reliability. It is also quite recent (September 2017) which makes its views current. **Total — 2 marks (detailed evidence provided).** **Source C** **Response 5** Source C is from an organisation representing medical professionals (Australian Medical Association), and as such its membership will be very well informed and its views expressed by medical experts. The extract shown is very recent having been published in October 2018, and this means that it will have a high degree of reliability. **Total — 2 marks (detailed evidence provided).** **Examples of an overall conclusion on the most reliable source of information:** **Response 6** Source C is the most reliable source as it is up to date having been published on 9 October 2018. **Total — 1 mark (overall conclusion supported by evidence from one source).**

Question			General marking instructions	Max mark	Specific marking instructions for this question
					Response 7 Source C is the most reliable source as it was published in October 2018 and is more up to date than Source B which was published in 2017. Source C is also likely to be more reliable than Source A. Source C is a straightforward written source that is easy to follow but Source A is presented in a way which may confuse many people. **Total — 2 marks (overall conclusion supported by detailed evidence from all sources).** For full marks, candidates must make an overall judgement on the most reliable source.

Question			General marking instructions	Max mark	Specific marking instructions for this question
2			Candidates interpret and/or evaluate three complex sources of information, evaluating and explaining the extent of reliability. In order to gain marks candidates must show evidence which supports the evaluations reached. ♦ Award **up to 2 marks** where candidates use evidence appropriately, depending on the quality of the explanation and the synthesis of the evidence, for any one explanation of the extent of reliability. ♦ For **full marks** candidates must refer to all sources in their answer. ♦ For **full marks** candidates must make an overall conclusion on the most reliable source of information.	**8**	Candidates can gain marks in a number of ways **up to a maximum of 8 marks**. **Source A** **Response 1** Source A is not reliable. **Total — 0 marks (no evidence or explanation provided).** **Response 2** Source A is not reliable as it was published in January 2018. The views of the public on Brexit can change very quickly and Source A is from over a year ago. **Total — 1 mark (straightforward evidence provided).** **Response 3** Source A is reliable and trustworthy as it was published in January 2018 and so the information is fairly up to date. It uses an ICM poll with a big sample of over 5,000 people so provides quite reliable results about the public's views at the time. **Total — 2 marks (two pieces of evidence provided).** **Source B** **Response 4** Source B is reliable up to a point. It is an official poster of UKIP so will be an accurate reflection of their immigration policy. However, the message of the poster is clearly biased and includes an attack on another party suggesting that they don't keep their promises. The poster is clearly designed to attract Conservative voters to UKIP. **Total — 2 marks (detailed evidence provided).**

Question			General marking instructions	Max mark	Specific marking instructions for this question
					Source C **Response 5** Source C is not very up to date as it was published in 2014, so the information and views in it may have changed. Another reason why Source C is not reliable is that it could be considered a biased website, 'Conservative Home', and it will clearly present selected information to support the Conservative Party. **Total — 2 marks (two pieces of evidence provided).** **Examples of an overall conclusion on the most reliable source of information:** **Response 6** Source A is the most reliable as it is from a well-respected paper (The Guardian) with high journalistic standards. **Total — 1 mark (overall conclusion supported by evidence from one source).** **Response 7** Source A is the most reliable as it is from a well-respected paper (The Guardian) with high journalistic standards and a reputation to protect. Source B is less reliable as it is from a political party and will be biased in favour of their policies. Source C is also less reliable than Source A as it is out of date by comparison, having been published four years earlier. **Total — 2 marks (overall conclusion supported by detailed evidence from all sources).** For full marks, candidates must make an overall judgement on the most reliable source.

Administrative information

Published: July 2019 (version 3.0)

History of changes

Version	Description of change	Date
2.0	Course support notes added as appendix.	September 2018
2.1	Example questions added as appendix 3.	February 2019
3.0	Penalty for non-submission of research sheet added to 'Evidence to be gathered' section. 'Reasonable assistance' section updated.	July 2019

Note: you are advised to check SQA's website to ensure you are using the most up-to-date version of this document.