



National  
Qualifications  
SPECIMEN ONLY

**SQ27/AH/01**

**Modern Studies**

Date — Not applicable

Duration — 3 hours

**Total marks — 90**

**Attempt ONE Section only**

**SECTION 1 — POLITICAL ISSUES AND RESEARCH METHODS—90 marks**

Part A—Attempt TWO questions

Part B—Attempt BOTH questions

**SECTION 2 — SOCIAL ISSUES, LAW AND ORDER AND RESEARCH METHODS—90 marks**

Part A—Attempt TWO questions

Part B—Attempt BOTH questions

**SECTION 3 — SOCIAL ISSUES, SOCIAL INEQUALITY AND RESEARCH METHODS—90 marks**

Part A—Attempt TWO questions

Part B—Attempt BOTH questions

Write your answers clearly in the answer booklet provided. In the answer booklet, you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



\* S Q 2 7 0 A H 0 1 \*

## SECTION 1 – POLITICAL ISSUES AND RESEARCH METHODS – 90 marks

## Part A— Attempt TWO Questions — 60 marks

## Question 1 — Power and influence

“The success of interest groups is determined solely by their status as either an insider or outsider group.”

Discuss, with reference to the UK/Scotland and any other country/countries you have studied.

30

## Question 2 — Living political ideas

“Individual liberty is incompatible with equality.”

Discuss, with reference to the UK/Scotland and any other country/countries you have studied.

30

## Question 3 — Political structures

“Devolution has advantages over other forms of constitutional arrangements.”

Discuss, with reference to the UK/Scotland and any other country/countries you have studied.

30

**Part B — Attempt BOTH Questions — 30 marks**

**MARKS**

**Question 4**

You are researching the issue of why the “Better Together” campaign won the 2014 Scottish independence referendum.

To what extent are semi-structured interviews a more appropriate research method than focus groups for researching this issue?

In your answer you should make reference to relevant examples.

**15**

**Question 5**

To what extent can **Source A** be considered trustworthy?

**15**

## Source A

*UK's Drip law: cynical, misleading and an affront to democracy* by Julia Powles, Friday 18 July 2014 09.53 BST

The UK's new Data Retention and Investigatory Powers (Drip) law that went from announcement to enactment in eight days, is a complete abomination. Everything about the process – and here, process is critical – is an affront to democracy, to the rule of law, to the rights of British and global citizens, and even to the erstwhile ends of national security.

What Drip represents is the absence of true political leadership and an utter failure to engage in an open, mature, public debate about the clash between privacy and security online. The debate shouldn't be between blanket, universal data retention and no retention at all, as it was misleadingly cast. It should be about retention that is necessary and proportionate.

Instead of engaging with what it termed an “emergency” – that, months ago, the European Court of Justice, the European Parliament, the United Nations, communications providers, civil society organisations, and other governments clearly stated that blanket, indiscriminate data retention and mass surveillance infringe human rights and are not necessary and proportionate – parliament pushed that debate, those rights and, in the long-run, that data, underground.

As Martha Lane-Fox said in her speech to the Lords, with uncharacteristic gloom: “We are being catapulted into legislation that builds on the badly understood and arguably dysfunctional RIPA legislation. This bill sets a precedent from which, even with reviews and a sunset clause, I believe it will be hard to row back.

I sincerely hope that we do not regret it.”

The clash between privacy and security goes to the heart of the kind of society we want to live in. It has been shown that governments and corporations routinely collect, retain, and process the most intimate details of our connected personal lives.

What limits and safeguards should exist?

By outright depriving us of that debate – and by doing so with such obvious propaganda (“emergencies”, paedophiles, terrorists, and crooks at every turn), deception (“status quo” and “clarifications” masking naked extension of interception powers and extraterritorial reach), and hypocrisy (the UK can no longer meaningfully criticise surveillance conducted under more repressive regimes) – Drip may be so bad that it is almost, perversely, good.

What possible good is there here? The problem with the privacy/security debate, like many of our great challenges, is that laziness favours the bad. We all know that lazy needs to stare down its bloated, weak, and depraved reflection before it is stirred into action. And Drip is part of that ugly reflection. It might be just a glimmer; a fleeting mirage, but it is significant.

By making such a comprehensive mockery of the processes of public consultation and proper parliamentary scrutiny, Drip in all its disappointment should seed scepticism, anxiety, and restless distrust. It may be part of the nudge we need to compel the masses from their desk-chairs and to start reclaiming the web we want.

*Julia Powles is a researcher in law and technology at the University of Cambridge. Find her on Twitter @juliapowles*

*(Adapted from: [www.theguardian.com/technology/2014/jul/18/uk-drip-ripa-law-sceptical-misleading-democracy-martha-lane-fox](http://www.theguardian.com/technology/2014/jul/18/uk-drip-ripa-law-sceptical-misleading-democracy-martha-lane-fox))*

## SECTION 2 – SOCIAL ISSUES, LAW AND ORDER, AND RESEARCH METHODS – 90 marks

## Part A— Attempt TWO Questions — 60 marks

## Question 6 — Understanding the criminal justice system

“The criminal justice system is ineffective in dealing with crime and disorder.”

Discuss, with reference to the UK/Scotland and any other country/countries you have studied.

30

## Question 7 — Understanding criminal behaviour

“Society creates its own criminals.”

Discuss, with reference to the UK/Scotland and any other country/countries you have studied.

30

## Question 8 — Responses by society to crime

“Custodial sentences are the most effective method of dealing with crime.”

Discuss, with reference to the UK/Scotland and any other country/countries you have studied.

30

**Part B — Attempt BOTH Questions — 30 marks****Question 9**

You are researching the issue of falling crime levels across the UK and Scotland.

To what extent are semi-structured interviews a more appropriate research method than focus groups for researching this issue?

In your answer you should make reference to relevant examples.

**15****Question 10**

To what extent can **Source B** be considered trustworthy?

**15**

## Source B

### Drugs laws play “cat and mouse” with creators of legal highs, says senior government adviser

By *David Barrett*, Home Affairs Correspondent, follow [@davidbarrett](#) on Twitter  
25 September 2014

Drug control legislation is being forced to play “cat and mouse” with the creators of an ever-expanding range of new “legal highs”, the government’s senior drug adviser has warned. Professor Les Iversen, chairman of the Advisory Council on the Misuse of Drugs (ACMD), said the category of synthetic drugs – formally known as “novel psychoactive substances” – was growing all the time and legislation was struggling to keep up.

Prof Iversen said the council, which advises the Home Secretary on classifying legal and illegal substances, had already reviewed the controls on legal highs in 2009 and 2012 before the launch of its current inquiry earlier this year.

“It looks as though we might have to go on doing this”, he said. “It’s a cat and mouse game but the cat should not withdraw in defeat.” Chemists who create synthetic drugs, such as mephedrone, to mimic the effects of illegal drugs like cocaine or heroin have been known to tweak the chemical composition of substances to stay one step ahead of the law.

A European body which monitors new substances appearing in the black market said 80 different new types of legal high appeared last year. Prof Iversen added that the term “legal high” was now inappropriate because many of the substances, including mephedrone, have been made illegal.

“The number of serious harms such as deaths emerging from this group of drugs is not all that staggering but it is an issue that we will certainly continue to consider”, he said.

The chairman also said during a meeting of the ACMD in central London that the growth of online pharmacies was leading to far wider abuse of prescription drugs which are legitimately available as painkillers or other types of medication. “The misuse of medicines has become more of a topic because prescription medicines are so much more easily available on the internet”, said the chairman, a retired Oxford University professor of pharmacology. “It’s pretty easy to buy most medical products and this gives us a problem that is not easy to solve. We are going to try to evaluate the magnitude of the problem.”

Prof Ray Hill, chairman of the ACMD’s technical committee, said it was currently looking at abuse of a drug called pregabalin which is used to alleviate pain and anxiety, and to treat epilepsy.

“We are getting a variety of reports now from various parts of the UK that this drug is being misused”, said Prof Hill. “It’s a drug that has some similar characteristics to opioid drugs when taken in very high doses. It’s probably too soon to have any substantive data on its harmful effects.”

*(adapted from [www.telegraph.co.uk/health/11122123/Drugs-laws-play-cat-and-mouse-with-creators-of-legal-highs-says-senior-government-adviser.html](http://www.telegraph.co.uk/health/11122123/Drugs-laws-play-cat-and-mouse-with-creators-of-legal-highs-says-senior-government-adviser.html))*

**SECTION 3 — SOCIAL ISSUES, SOCIAL INEQUALITY AND RESEARCH METHODS — 90 marks****Part A — Attempt TWO Questions — 60 marks****Question 11 — Understanding social inequality**

“Social inequality is a product of individual choices.”

Discuss, with reference to the UK/Scotland and any other country/countries you have studied.

**30****Question 12 — Impact of inequality**

“Countries where wealth is more equally distributed suffer fewer health and social problems.”

Discuss, with reference to the UK/Scotland and any other country/countries you have studied.

**30****Question 13 — Responses to social inequality**

“Government attempts to tackle socio-economic inequality have been unsuccessful.”

Discuss, with reference to the UK/Scotland and any other country/countries you have studied.

**30**



**Part B — Attempt BOTH Questions — 30 marks****Question 14**

You are researching the issue of the domination of Britain's top professions by the privately educated.

To what extent are semi-structured interviews a more appropriate research method than focus groups for researching this issue?

In your answer you should make reference to relevant examples.

**15****Question 15**

To what extent can **Source C** be considered trustworthy?

**15**

## Source C

### How inequality is costing the economy billions

By Duncan Exley, 17 March 2014

Since the late 1970s, the UK has become one of the most unequal countries in the developed world. Research released today by Oxfam shows that just five families now have as much wealth as the poorest 20 per cent of the population. It's a frightening statistic, and for most people, one that offends their basic sense of decency. Can anyone really be "worth" this much? Can so many people be worth so little?

Worryingly, for some the answer appears to be "yes". Perhaps even more concerning is the argument that inequality is not just acceptable, but desirable – driving the competitiveness vital to entrepreneurialism. But does seeing someone paid hundreds or even thousands of times more than you act as encouragement, or as a painful reminder of how little society values you?

The reality is that the consequences of the UK's extraordinarily high levels of inequality are far-reaching and catastrophic. Of the developed OECD countries, the UK is ranked 17th out of 23 for life expectancy, 19th out of 22 on obesity, 17th out of 21 on teenage births, and 17th out of 23 for imprisonment. More equal societies, meanwhile, top the table on almost every measure.

The IMF and others have pointed towards the damaging effects that inequality may have on economic growth. It makes perfect sense; if wages stagnate or fall for the majority of people, that a consumer-led recovery becomes tricky to engineer without encouraging a huge growth in personal debt.

In addition, the impact of inequality on our health, wellbeing and crime rates may also have a financial cost. Research recently conducted by the Equality Trust has found that the impact on the UK of some of the social consequences of inequality – including reduced healthy life expectancy, worse mental health, higher levels of imprisonment and murder – could cost the equivalent of over £39bn every single year. If this was broken down to an individual level, it would show that the impact of inequality on every man, woman and child in the UK can be valued at £622.

Yet these figures may be just the tip of the iceberg. Many of the costs associated with inequality remain incalculable. For example, how does one value the higher level of community cohesion, trust, and social mobility associated with less unequal countries? Our estimate is based on a comparison between the level of inequality in the UK and the average level seen in developed countries.

In recent weeks, the issue of inequality has gained significant coverage; it is now unquestionably part of the public and political narrative. What we need is action to match the rhetoric. A living wage, a fairer tax system, and the creation of jobs with genuine opportunities for advancement should all be part of political party manifestos. But all parties serious about reducing costly social problems must also include an Inequality Test – an explicit goal that the impact of their policies will reduce the gap between the richest and the rest. The benefits of reducing inequality are clear – a richer, healthier and quite possibly happier society.

*Duncan Exley is the director of the Equality Trust a campaigning reform group founded in 2009 by Bill Kerry, Richard Wilkinson and Kate Pickett.*

*(adapted from [www.newstatesman.com/politics/2014/03/how-inequality-costing-economy-billions](http://www.newstatesman.com/politics/2014/03/how-inequality-costing-economy-billions))*

[END OF SPECIMEN QUESTION PAPER]

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## Marking Instructions

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These Marking Instructions have been provided to show how SQA would mark this Specimen Question Paper.

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## General Marking Principles for Advanced Higher Modern Studies

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the Detailed Marking Instructions, which identify the key features required in candidate responses.

- a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- c) Where the candidate violates the rubric of the paper and answers three 30-mark questions in one section, all responses should be marked and the better mark recorded.
- d) Use the full range of marks available for each question.
- e) The Detailed Marking Instructions are not exhaustive. Other relevant points should be credited.
- f) For credit to be given, points must relate to the question asked.

### Marking principles for each question type

For each of the question types the following provides an overview of marking principles.

The types of questions used in this paper are:

- (Statement) Discuss. [30-mark extended response]
- (Research Method) To what extent ... [15-mark extended response]
- (Source Stimulus) To what extent ... [15-mark extended response]

### Questions which ask candidates to “Discuss” (Questions 1-3, 6-8 and 11-13)

These questions require candidates to explore ideas about a contemporary\* issue. Candidates will analyse, synthesise and evaluate views and evidence to support a line of argument, leading to a conclusion.

Candidates will support their line of argument by drawing on their knowledge and understanding of the issue. They will include comparison of the issue in the UK and Scotland with relevant international examples.

### Questions which ask “To what extent” – Research Methods questions (Questions 4, 8 and 12)

Candidates will draw on their knowledge and understanding of social science research to make an overall judgement on the suitability of given research methods.

Candidates can be credited in a number of ways; however, they would be expected to include the following:

- analysis of the key ethical/practical aspects of using the research method in a given scenario
- evaluation of the relative suitability of research methods for researching a given scenario, supported with contemporary/relevant evidence
- supporting knowledge about Social Science research methods
- a line of argument leading to an overall judgement on the suitability of a research method

**Questions which ask “To what extent” – Source Stimulus questions (Questions 5, 10 and 15)**

Candidates will draw on their knowledge and understanding of social science research to make an overall judgement on the potential trustworthiness of a source.

Candidates can be credited in a number of ways; however, they would be expected to include the following:

- analysis of the source to identify key aspects\* which affect validity/reliability
- evaluation of the reliability/validity of the source in the context of Social Science research, supported with contemporary/relevant evidence
- supporting knowledge about conducting Social Science research
- a line of argument leading to an overall judgement

\*Key aspects can be, for example:

- provenance
- source evidence
- source errors
- omissions from the source
- bias
- specific issues relating to the source
- any other relevant point

\*‘Contemporary’ refers to the extent to which something is up-to-date.

With regards to viewpoints or arguments, this represents the most relevant, or currently accepted, thinking. Therefore, while viewpoints on Scottish independence are likely to change very quickly, contemporary thinking about the effects of inequality may include theorists who wrote decades ago.

With regard to evidence, it should also be up-to-date. For example, referring to HM Chief Inspector of Prisons’ Annual Report for 2007/08 may be considered out-of-date unless there is a specific, relevant point to be made from that year; or a trend/pattern/comparison is being established.

## Criterion Marking Grids for each question type

The following tables show how marks will be awarded against criteria. Where mark ranges are specified, a response which fully meets the descriptor will be awarded the higher mark. A response which only partially meets the descriptor will be awarded the lower mark.

### 30-mark questions (Questions 1-3, 6-8 and 11-13)

<b>Analysis</b>				
<p>Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications. An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source, to identify relevant parts (eg of an idea, theory, argument) and clearly show at least one of the following links:</p> <ul style="list-style-type: none"> <li>• links between different parts</li> <li>• links between part(s) and the whole</li> <li>• links between part(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• understanding of underlying order or structure</li> </ul>				
<b>0 marks</b>	<b>1-2 marks</b>	<b>3-4 marks</b>	<b>5-6 marks</b>	<b>7-8 marks</b>
<p>No evidence of analysis – purely descriptive response <i>or</i> Analysis is not at all relevant to the question</p> <p>For analytical comments to be relevant they must directly address either the question; or issues, arguments or evidence which the question addresses</p>	<p>Candidates will make relevant analytical comments but:</p> <ul style="list-style-type: none"> <li>• in the context of a candidate's answer these may be key or most relevant aspects</li> </ul>	<p>Candidates will make relevant analytical comments and:</p> <ul style="list-style-type: none"> <li>• in the context of a candidate's answer these are key or most relevant aspects</li> <li>• includes relevant and contemporary supporting evidence</li> </ul>	<p>Candidate's analysis meets the requirements for 4 marks and in addition:</p> <ul style="list-style-type: none"> <li>• analytical comments are linked to evaluative comments</li> <li>• includes relevant and contemporary supporting evidence from an international comparator country</li> </ul> <p>Overall, analysis shows understanding of the question and its implications, by inclusion of sufficient key or most relevant aspects</p>	<p>Candidate's analysis meets the requirements for 6 marks and in addition:</p> <ul style="list-style-type: none"> <li>• analytical comments are integrated in-depth with international comparison</li> <li>• analytical comments clearly integrate the ideas/arguments of others with the candidate's own</li> </ul> <p>Overall, analysis shows an in-depth understanding of the question and supports a convincing line of argument.</p>

## Comparison

Comparison involves making a judgement between two (or more) entities in order to show similarity or difference. Candidates must draw out key similarities/differences and show the extent of these.

0 marks	1-2 marks	3-4 marks	5-6 marks
No evidence of relevant international comparison	Candidate's comparison: <ul style="list-style-type: none"><li>explains a key, relevant difference or similarity between the issue in the UK/ Scotland and in another country/countries</li><li>explains the extent of the difference/similarity</li></ul>	Candidate's analysis meets the requirements for 2 marks and in addition: <ul style="list-style-type: none"><li>points of comparison, including the extent of the similarity or difference, are made throughout the candidate's response and are supported by relevant and contemporary evidence</li></ul>	Candidate's evaluation meets the requirements for 4 marks and in addition: <ul style="list-style-type: none"><li>points of comparison are integrated into and form a key part of the candidate's line of argument</li></ul>



## Evaluation

Evaluation involves making a judgement(s) based on criteria. Candidates should make reasoned evaluative comments on factors such as evidence which supports their line of argument, and also evaluate alternative arguments.

Evaluative comments will relate to, for example:

- validity and reliability of evidence
- the extent to which a viewpoint/argument is valid
- the extent to which a viewpoint/argument is supported by evidence
- the relative importance of factors in relation to the issue
- the impact/significance of the factors when taken together
- the relative value of alternative arguments

0 marks	1-2 marks	3-4 marks	5-6 marks	7-8 marks
<p>No evidence of evaluation/purely a descriptive response <i>or</i> Evaluation is not relevant to the question</p>	<p>Candidate makes points of evaluation which are relevant to the question:</p> <ul style="list-style-type: none"> <li>• but are not reasoned <i>or</i></li> <li>• only one reasoned relevant point of evaluation is made</li> </ul>	<p>Candidate makes reasoned points of evaluation which:</p> <ul style="list-style-type: none"> <li>• address the relevance/importance/significance of factors</li> <li>• are used to make an overall judgement(s) on the question</li> <li>• relate to the candidate's line of argument</li> </ul>	<p>Candidate's evaluation meets the requirements for 4 marks and in addition:</p> <ul style="list-style-type: none"> <li>• evaluate one alternative factor relevant to the question</li> <li>• make reasoned evaluations of several factors relevant to the question</li> </ul>	<p>Candidate's evaluation meets the requirements for 6 marks and in addition:</p> <ul style="list-style-type: none"> <li>• points of evaluation are integrated throughout the candidate's line of argument</li> <li>• the overall judgement includes reasons for discounting or accepting alternatives: these reasons are used to clearly support the overall conclusion</li> </ul>

### Synthesising information to structure and sustain lines of argument

Synthesis involves drawing two or more pieces of information/viewpoints/evidence together to support a structured line of argument. A line of argument involves bringing together/linking points in a coherent manner, building towards a conclusion. The candidate's conclusion will go beyond a summary of key issues, making a relevant overall judgement which addresses the specific question or issue. Conclusions may be found throughout an extended response or within one separate concluding section.

A well-reasoned conclusion will include:

- clear evidence that a conclusion has been reached
- detailed reasons to justify the conclusion

0 marks	1-2 marks	3-4 marks	5-6 marks	7-8 marks
<p>No evidence of any:</p> <ul style="list-style-type: none"> <li>• attempt to draw together information</li> <li>• line of argument</li> </ul>	<p>Information is drawn together to summarise the key elements or main points but there is no clear conclusion on the question  <i>or</i>                      There is a clear conclusion but this may not follow from a clear line of argument</p>	<p>Pieces of information are drawn together into an overall conclusion which provides an overall judgement on the question</p> <p>The conclusion follows from a line of argument and is supported by detailed reasons/evidence (candidate reasoning and evidence builds to the conclusion)</p>	<p>Requirements for 4 marks are met and in addition:</p> <ul style="list-style-type: none"> <li>• the overall conclusion results from a sustained line of argument developed by organising, linking or sequencing ideas throughout the response</li> <li>• overall conclusion includes a response to at least one relevant counter-argument</li> </ul>	<p>Requirements for 6 marks are met and in addition:</p> <ul style="list-style-type: none"> <li>• the line of argument integrates points of analysis and evaluation, using these to support the overall judgement</li> <li>• the overall judgement is based on several points of analysis or evaluation</li> </ul>

**Research Methods questions (Total 15 marks) (Questions 4, 8 and 12)**

<b>Analysis – marks awarded up to a maximum of 6 marks</b>			
<b>0 marks</b>	<b>1-2 marks</b>	<b>3-4 marks</b>	<b>5-6 marks</b>
<p>No evidence of analysis – purely descriptive response <i>or</i> Analysis is not at all relevant to the question</p>	<p>Candidate’s analysis identifies aspects of the research method which are relevant to the question but:</p> <ul style="list-style-type: none"> <li>• does not identify the most relevant aspects <i>or</i></li> <li>• does not link the aspects to the scenario</li> </ul> <p>Alternatively:</p> <p>2 marks can be given where analysis identifies only one key aspect and:</p> <ul style="list-style-type: none"> <li>• links the aspect with the issue in the scenario</li> </ul>	<p>Candidate’s analysis identifies key aspects of the research method which is relevant to the question and:</p> <ul style="list-style-type: none"> <li>• identifies relevant links of key aspects to the source</li> <li>• includes relevant and contemporary supporting evidence</li> </ul>	<p>Candidate’s analysis meets the requirements for 4 marks and in addition:</p> <ul style="list-style-type: none"> <li>• analytical comments on the aspects are linked to evaluative comments. Overall, for full marks, analysis will show understanding of the question and its implications, by the linking of sufficient, key or most relevant aspects, with knowledge of Social Science research methods</li> </ul>

Evaluation (research methods) – marks awarded up to a maximum of 6 marks			
0 marks	1-2 marks	3-4 marks	5-6 marks
<ul style="list-style-type: none"> <li>no evidence of evaluation (purely descriptive response) <i>or</i></li> <li>evaluative points are not relevant to the question <i>or</i></li> <li>evaluative comments lack reasoning</li> </ul>	<p>Candidate makes points of evaluation about the suitability of the research method in question but:</p> <ul style="list-style-type: none"> <li>supporting evidence doesn't back up the evaluation</li> <li>lack of development in reasoning <i>or</i></li> <li>only one developed*, relevant point of evaluation is made which has supporting evidence</li> </ul> <p>*Developed points may include, for example:</p> <ul style="list-style-type: none"> <li>evidence</li> <li>reasons</li> <li>background information, support or reinforcement</li> </ul> <p>Candidates will be awarded a maximum of one mark where the reasoning is not developed or they make only one evaluative point</p>	<p>Candidate makes developed, relevant points of evaluation about the suitability of the research method in question and in addition:</p> <ul style="list-style-type: none"> <li>evaluative comments will clearly address the stated research method(s) in relation to the specified scenario</li> <li>addresses the potential effectiveness of the key stated research method in relation to the specified scenario</li> <li></li> </ul>	<p>Candidate's evaluation meets the requirements for 4 marks and in addition:</p> <ul style="list-style-type: none"> <li>addresses ethical issues in relation to the key stated research method(s) where there is only one stated method the candidate will also evaluate their own alternative method, or combination of methods, of researching the issue <i>or</i> where there are two stated methods the candidate evaluates both methods and/or their own alternative method, or combination of methods, of researching the issue</li> </ul>

Conclusion – marks awarded up to an overall maximum of 3			
0 marks	1 mark	2 marks	3 marks
<ul style="list-style-type: none"> <li>no evidence of concluding remarks</li> </ul>	<ul style="list-style-type: none"> <li>concluding remarks simply summarise the key elements or main points</li> </ul>	<ul style="list-style-type: none"> <li>the conclusion follows from a line of argument and is supported by reasons/evidence</li> <li>it is clear which research method is preferred in relation to the specified scenario</li> </ul>	<p>The requirements for 2 marks are met and in addition:</p> <ul style="list-style-type: none"> <li>the line of argument integrates points of analysis and evaluation, using these to support the overall judgement</li> <li>reasons for preferring/rejecting the research methods are clear</li> </ul>

**Source Stimulus Questions (Total 15 marks) (Questions 5, 10 and 15)**

Analysis of a source – marks awarded up to a maximum of 6 marks			
0 marks	1-2 marks	3-4 marks	5-6 marks
<p>No evidence of analysis – purely descriptive response <i>or</i> Analysis is not relevant to the question</p>	<p>Candidate's analysis identifies aspects which are relevant to the question but:</p> <ul style="list-style-type: none"> <li>does not identify most relevant aspects</li> <li><i>or</i></li> <li>does not show relevant links</li> </ul> <p>Alternatively:</p> <p>Analysis identifies only one key aspect and:</p> <ul style="list-style-type: none"> <li>links the aspect with the trustworthiness of the source</li> <li>includes supporting evidence</li> </ul>	<p>Candidate's analysis identifies key aspects which affect trustworthiness of the source and:</p> <ul style="list-style-type: none"> <li>identifies relevant links</li> <li>includes relevant supporting evidence</li> </ul>	<p>Candidate's analysis meets the requirements for 4 marks and in addition:</p> <ul style="list-style-type: none"> <li>analytical comments on the aspects are linked to evaluative comments</li> <li>Overall, for full marks, candidate's analysis will show understanding of the question and its implications, by the linking of sufficient, key or most relevant aspects with knowledge of Social Science research</li> </ul>

Evaluation of trustworthiness – marks awarded up to a maximum of 6 marks			
0 marks	1-2 marks	3-4 marks	5-6 marks
<p>No evidence of evaluation (purely descriptive response)  <i>or</i>            Evaluative points are not relevant (do not refer to the source)  <i>or</i>            Evaluative comments lack reasoning</p>	<p>Candidate makes reasoned points of evaluation about the trustworthiness of the source but:</p> <ul style="list-style-type: none"> <li>• there is lack of development in reasoning  <i>or</i></li> <li>• only one developed*, relevant point of evaluation about the source is made which has supporting evidence</li> </ul> <p>*Developed points may include, for example:</p> <ul style="list-style-type: none"> <li>• evidence from the source</li> <li>• evidence from other Social Science research</li> <li>• reasons</li> <li>• background information about conducting Social Science research</li> </ul>	<p>Candidate makes at least two developed* points of evaluation which:</p> <ul style="list-style-type: none"> <li>• address the strengths and weaknesses of the source</li> <li>• are used to support a reasoned overall judgement(s)</li> <li>• are supported by knowledge about conducting Social Science research</li> </ul>	<p>Candidate's evaluation meets the requirements for 4 marks and in addition:</p> <ul style="list-style-type: none"> <li>• judgements on strengths and weaknesses are supported by reference to relevant additional research/sources (this may include candidate's own research)</li> <li>• the judgement will include consideration of alternative approaches which may increase the trustworthiness of the source</li> </ul>

**Conclusion – marks awarded up to an overall maximum of 3**

<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>
No evidence of concluding remarks	Concluding remarks simply summarise the key elements or main points	There is a clear overall judgement about the trustworthiness of the source  The conclusion follows from a line of argument and is supported by reasons/evidence	Candidate’s conclusion meets the requirements for 2 marks and in addition: <ul style="list-style-type: none"><li>• the line of argument integrates points of analysis and evaluation, using these to support the overall judgement expressed within the conclusion</li></ul>

Detailed Marking Instructions for each question

SECTION 1: POLITICAL ISSUES AND RESEARCH METHODS

Question	Max mark	Detailed Marking Instructions for this question
1	30	<p><b>“The success, or lack-thereof, of interest groups is determined solely by their status as either an insider or outsider group.” Discuss with reference to the UK/Scotland and any other country/countries you have studied.</b></p> <p><i>Candidates can be credited in a number of ways up to a maximum of 30 marks.</i></p> <p><b>Credit responses that make reference to, for example:</b>            Success depends on:</p> <ul style="list-style-type: none"> <li>• money</li> <li>• popular public support</li> <li>• support of prominent politicians/companies</li> <li>• celebrity endorsement</li> <li>• media</li> <li>• unity of interest group</li> <li>• extent to which the government needs their expertise</li> <li>• events</li> </ul> <p>Some of these factors come with insider status, but others do not.</p> <p><b>Credit reference to aspects of the following:</b></p> <ul style="list-style-type: none"> <li>• Insider groups are regularly consulted by the government and provide it with important information which influences policy (eg the British Medical Association on health issues).</li> <li>• Outsider groups are yet to establish consultative relationships with the government, usually because they behave irresponsibly and cannot be trusted (eg Fathers4Justice) or because they have little or no relevant information to provide.</li> <li>• Candidates should recognise that classification as an insider group has some impact upon a group’s success, but does not always help to explain whether a group is powerful/successful or not. The success of a pressure group or lack of it depends on a variety of factors, essentially organised under three areas – the individual group itself (money, popular support, celebrity endorsement, media, unity); the political party in power (support from/receptiveness of, need); and the time period the group is operating in (events/circumstances, popular support).</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p>Candidates should make reference to any relevant global comparator(s).</p> <p><b>Possible approaches to answering the question may focus on aspects of the following:</b></p> <ul style="list-style-type: none"> <li>• The individual group itself (money, popular support, celebrity endorsement, media, unity).</li> <li>• Many smaller organisations do not have the members or the money to have any input. Unless they are able to form coalitions, they cannot defend their interests from larger, more powerful groups. The mere fact that interest groups articulate demands does not mean the demands will be heeded.</li> </ul>



Question	Max mark	Detailed Marking Instructions for this question
		<p>However, the right issue can mobilise millions, giving group cohesion, commitment and boosting donations.</p> <ul style="list-style-type: none"> <li>• The group’s size and the intensity of its members give groups clout. The biggest and fastest-growing US interest group is AARP (formerly the American Association of Retired Persons), with more than 40 million members (one American in eight), many of them educated, forceful, and strongly committed to preserving and enhancing social security and Medicare. The size of the group is important as a government is more likely to respond to larger pressure groups than smaller ones, as there are more potential votes to be won or lost.</li> <li>• Size alone is not necessarily the most important element in interest group success. Money and intensity often offset size. The well-funded American-Israeli Public Affairs Committee (AIPAC), supported by many evangelical Christians, keeps Congress pro-Israel. The National Rifle Association (NRA) fights gun-control laws, mostly successfully. The AARP, the AIPAC and the NRA are Washington’s most influential lobbies.</li> <li>• If a group has secure financial backing, it has more money to spend on organising such things as public demonstrations and advertising. If a group doesn’t have secure financial aid then it can’t afford to run and will not be able to fulfil its aims, eg the Occupy London group. According to research by the Pittsburgh Tribune, interest groups in the USA spent \$518 million in 2013 lobbying Pennsylvania lawmakers.</li> <li>• If a pressure group has support from celebrities, it becomes more well-known, thereby increasing its chances of success. Many pressure groups are supported by celebrities, eg Children in Need (Sir Terry Wogan), Amnesty International (Colin Firth), Beat Bullying (Duke and Duchess of Cambridge).</li> </ul> <p><b><i>The political party in power (support from/receptiveness of, need)</i></b></p> <ul style="list-style-type: none"> <li>• In Britain and the USA, interest group activity is acceptable and desirable, with lobbying being the norm in a healthy democracy. In France, interest group activity, although it does exist, is frowned upon. Interest groups are seen as trying to pervert the good of the whole community, since they look to promote “particular wills” rather than the “general will” (Rousseau).</li> <li>• Money, issue, and size may not count for much unless people in government are willing to listen. The careful cultivation of members of Congress and civil servants over the years makes sure doors are open. Insider status, or structured access, is arguably more important than simply being a large organisation with lots of money, if the government is unreceptive to what you want.</li> <li>• Insider pressure groups are the groups that the government considers to be legitimate and are, therefore, given access to decision-makers. Some of these groups have expert knowledge that is extremely important to the government in its decision-making. Insider groups may be invited to regular meetings with ministers or civil servants and new government proposals will often be circulated to them. The fact that insider groups are part of the consultation process makes them very powerful and long-term in terms of political influence.</li> <li>• Obama’s Clemency Project 2014 promotes pro bono legal work for convicted criminals. The US Justice Department is said to have been involved by a number of liberal interest groups, including Federal Defenders, the American Civil Liberties Union, Families Against Mandatory Minimums, the American Bar Association, and the National Association of Criminal Defence Lawyers.</li> </ul>

Question	Max mark	Detailed Marking Instructions for this question
		<ul style="list-style-type: none"> <li>• Many governments rely on financial support from interest groups, as well as their expert knowledge, research and opinion.</li> <li>• The government will tend to listen to groups that are sizeable, as they give a good indication of the views of the public, whose votes they are trying to secure. In the UK, 40-50% of citizens are members of one or more interest group.</li> </ul> <p><b><i>The time period the groups are operating in (events/circumstances, popular support)</i></b></p> <ul style="list-style-type: none"> <li>• Tobacco industry, retailers and tobacco control interest groups – research by ASH has shown that “Tobacco companies have several links within the current government. The most prominent of these is the long-serving cabinet minister Kenneth Clarke who was formerly Deputy Chairman and a Director of British American Tobacco. Former Transport Secretary Philip Hammond was among the MPs treated to more than £1,000 worth of hospitality at the Chelsea flower show by Japan Tobacco International (JTI). Under Hammond’s tenure, the Department of Transport reviewed legislation regarding smoking on ships and ruled against extending the smoke-free legislation to shipping. Solicitor General Edward Garnier, who backed a legal challenge against the ban on the display of tobacco in shops, was also at the Chelsea flower show and has previously been the recipient of hospitality from Imperial Tobacco and the Tobacco Manufacturers Association. He was also a member of the House of Commons Pipe and Cigar Smokers Club.”</li> <li>• Interest groups play a greater role in societies that are the most pluralist, allowing greater levels of freedom to citizens.</li> </ul> <p><b>Example of an extract from a response that would achieve approximately half marks</b></p> <p><i>The power of interest groups to influence is not equal. Some groups have more power than others, meaning that some groups’ viewpoints are never heard by government and thus these groups are unsuccessful. Groups like the British Medical Association (BMA) are successful as a result of them having direct access to the government. The government relies on them for their expertise and this knowledge helps the government to make decisions on policy, ensuring that the interest group’s needs are met. Outsider groups, like Fathers4Justice, tend to have less success, as their methods are not seen as “legitimate” by the government. Their lack of success is down to the fact that governments do not want to be seen to give in to illegal tactics used by groups like this.</i></p> <p>[This extract contains development of a key aspect related to the question, limited supporting evidence and a reasoned judgement based on the evidence presented.]</p> <p><b>Example of an extract from a response that would be considered high quality</b></p> <p><i>The success of interest groups depends a great deal on their status as an insider or outsider group. The former benefit considerably from being invited into the decision-making process by the government. The fact that insider groups are part of the consultation process makes them very powerful and is extremely important in terms of gauging their success. Their status as an insider group is far more important than any other factor – like size, financing or interest from the media – since without the government’s ear your message will not be heard or acted upon. Outsider groups, on the other hand, tend to be ignored by the government. In large part, this is usually down to the tactics used by the group. For example, ‘Fathers4Justice’ (F4J) in the UK gains a lot of media attention,</i></p>

Question	Max mark	Detailed Marking Instructions for this question
		<p><i>and has garnered a significant amount of support from the public for its cause, but it remains an outsider group, unable to truly influence government, as a result of activities that involve it breaking the law. In July 2004, a dozen F4J campaigners targeted the institution of the Church of England due to its moral stance on family issues which are related to F4J’s campaign to reform family law in the UK. Dressed as vicars, nuns and monks, F4J members smashed a door and grappled with stewards in an attempt to hijack the high altar at York Minster, before two of them scaled the scaffolding on the outside of the church. This kind of action leads the group to success in terms of media attention for its cause, but an overall lack of success in terms of achieving its ultimate goals as it alienates the very establishment figures that it wants to influence and who wield legislative power to reform UK laws. This is counter-productive as the government and the Church cannot be seen to condone or support direct, illegal action which threatens the rule of law or public safety.</i></p> <p>[This extract contains references to several key aspects related to the question, detailed supporting evidence leading to synthesis and a detailed judgement.]</p>
2	30	<p><b>“Individual liberty is incompatible with equality.” Discuss with reference to the UK/Scotland and any other country/countries you have studied.</b></p> <p><i>Candidates can be credited in a number of ways up to a maximum of 30 marks.</i></p> <p><b>Credit responses that make reference to, for example:</b></p> <ul style="list-style-type: none"> <li>• equality before the law</li> <li>• human rights legislation</li> <li>• liberty as a negative right; equality as a positive right</li> <li>• freedom of individuals to do as they please</li> <li>• equality of everyone, no matter their position</li> <li>• life, liberty and the pursuit of happiness</li> <li>• equality as the greatest safeguard for liberty</li> <li>• liberalism – people’s right to freedom and liberty, protected by government</li> <li>• socialism – a commitment to equality is the defining feature of the ideology</li> </ul> <p><b>Credit reference to aspects of the following:</b></p> <ul style="list-style-type: none"> <li>• The learner’s response should demonstrate an understanding of the key theoretical differences between liberty and equality, and should analyse the extent to which they can coexist or are incompatible.</li> <li>• “By liberty was meant protection against the tyranny of the political rulers.” John Stuart Mill, <i>On Liberty</i>.</li> <li>• Socio-economic equality is the idea that all people should be entitled to an equal income, and equal access to ways to spend it. It also implies some social continuity and cohesion. Formal equality is fair treatment by the law.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p>Candidates should make reference to any relevant global comparator(s).</p>

Question	Max mark	Detailed Marking Instructions for this question
		<p>Possible approaches to answering the question may focus on aspects of the following:</p> <ul style="list-style-type: none"> <li>• Nozick argued that liberty and equality are incompatible. If we have a society where everyone is equal, but also allow people to be free to do whatever they want, then we are likely to end up with a society where some people are much wealthier than others.</li> <li>• Liberty means “freedom from” something, usually from government intrusion upon your natural rights. In a broader context, it is freedom from any sort of centralised power – political, social or economic.</li> <li>• Equality means the “freedom to”, usually in terms of access to basic services – “equal access”, “equal freedom” or “equal opportunity” to things like healthcare, education, the political process, jobs, housing, heating in the winter, clothing, food, sanitation, safety, etc. Beyond this conception is a wish for total egalitarianism – where doctors, lawyers, teachers, managers, intellectuals share the same social ranking and wages as others in society.</li> <li>• Mortimer Adler – “If liberty and equality are limited by the restraints of justice, they are not incompatible. The conflict is between libertarianism and egalitarianism, libertarianism which asks for unlimited liberty and egalitarianism which asks for complete equality and no inequality.”</li> <li>• Argument that if someone works harder than others, then they should be rewarded more, in proportion to their greater effort.</li> <li>• Julian Glover (The Guardian) – “Liberty is equality’s intractable opposite. Setting equality as the goal denies, not defends, the importance of individual difference. In effort or ability or circumstance people will never be alike. In a free society, some people must be allowed to fail.”</li> <li>• If you want to make people more equal you will have make them less free to forge ahead of, or fall behind, their fellow citizens.</li> <li>• Liberalism accepts the principle that all individuals are of equal moral worth. Everyone should be entitled to the same rights, entitlements and opportunities, especially before the law and in politics. This is not to say that they will be entitled to the same equal outcome; however, they do have equality of opportunity in the first instance to allow them to succeed. Liberalism is not, for example, about the equal distribution of wealth. It is up to the individual to create his or her own wealth (meritocracy); they should not, however, be hindered by the state, or anyone else, in their pursuit of wealth. To liberals everyone is “born equal”.</li> <li>• Socialists believe that human inequality reflects the unequal structure of society. They do not believe that all people are born identical, with the same capacities and skills, but they argue that the most significant forms of human inequality are the result of unequal treatment by society and not from nature.</li> <li>• Locke’s social contract emphasises the rights of the individual, “life, liberty and estate”. As a consequence, Locke argued that the power of the state should be limited in order to protect the rights of the individual.</li> <li>• Aristotle claimed that relative equality is necessary for a stable society.</li> <li>• Alexis de Tocqueville believed that freedom is the first and most important principle of democracy.</li> <li>• The difference in “equality of opportunity” and “equality of outcomes”. Equality of opportunity is where everyone gets the opportunity to better their lot in life, whether they do so or not. Equality of outcomes refers to the re-distribution of wealth so that everyone is equal at the end, regardless of opportunity.</li> </ul>

Question	Max mark	Detailed Marking Instructions for this question
		<p><b>Example of an extract from a response that would achieve approximately half marks</b></p> <p><i>Two central values of political life in the UK and the USA are liberty and equality. Are these two values in tension with one another? The idea that everyone in society should be seen as equal does not really allow for a society where everyone has freedom and liberty to do as they please, since in order to ensure everyone is equal the government has to infringe somewhat on individual people's freedoms. Locke argued this point, by saying that people had a right to liberty, among other things, and that the government's role in society was to help ensure this happened, not to try to ensure everyone was equal. This is the classic trade-off between liberal and socialist thinkers, with the latter wanting equality more than individual rights.</i></p> <p>[This extract contains reference to a key aspect related to the question, relevant supporting evidence and a reasoned judgement based on the evidence presented.]</p> <p><b>Example of an extract from a response that would be considered high quality</b></p> <p><i>In most free countries, people share a considerable amount of equality under the law. Although people will never be totally equal, government strives to make people equal in respect of opportunity and legal protections. These two ideals are not mutually exclusive; however, it has become almost a received truth that liberty and equality in their truest forms cannot co-exist peaceably. Equality and liberty are arguably polar opposites. Liberty is often cited as a negative right, the right not to be interfered with, or the freedom from something. Yet, equality is something that has to be enforced, as not everyone is equal. In the UK and the USA today, some people will have larger, more expensive houses than others. If you wish to make people equal, a step would be to cap the size of homes or the income that someone can earn, yet both of these moves would infringe upon a person's rights. By attempting to enforce equality when it is not naturally there, you are revoking an individual's right to liberty. In fact, Isaiah Berlin argued that "the two values are so fundamentally different that they are incommensurable".</i></p> <p>[This extract contains detailed and accurate knowledge, up-to-date exemplification, a range of relevant material, insightful analysis and provides context in relation to the information presented.]</p>
3	30	<p><b>"Devolution has advantages over other forms of constitutional arrangements." Discuss with reference to the UK/Scotland and any other country/countries you have studied.</b></p> <p><i>Candidates can be credited in a number of ways up to a maximum of 30 marks.</i></p> <p><b>Credit responses that make reference to:</b></p> <ul style="list-style-type: none"> <li>• devolution within the context of the UK</li> <li>• unitary, federal systems of governance</li> <li>• bi-cameral, uni-cameral legislatures</li> <li>• parliamentary v presidential systems of government</li> <li>• codified v uncodified constitutions</li> <li>• an awareness of the relationship between levels of government in the UK/Scotland and a comparator country</li> </ul>

Question	Max mark	Detailed Marking Instructions for this question
		<p><b>Credit reference to aspects of the following:</b></p> <ul style="list-style-type: none"> <li>• If the candidate demonstrates a clear understanding of devolution and is able to evaluate this system of governance in comparison to at least one other system of governance.</li> <li>• Candidates are likely to include reference to a federal system of governance as a comparison but could also evaluate devolution within the context of a unitary governmental system.</li> <li>• The strengths and weaknesses of devolution should be explored and evaluated and compared to the strengths and limits of one or more systems of governance.</li> <li>• Recent and specific exemplification to develop points made should be credited highly.</li> <li>• The term “system of governance” is a broad term and several answers would qualify in a literal sense. Candidates should have an understanding that governments around the world today may share common characteristics but are not identical. Many share similar characteristics, such as having a constitutional monarchy and a bi-cameral legislature.</li> <li>• A system of governance is a prescribed form of political behaviour which recognises how a country is legally organised and functions. If no comparison to another system of governance is made, the candidate response can achieve a maximum 14/30.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p>Candidates should make reference to any relevant global comparator(s).</p> <p><b>Possible approaches to answering the question may choose to focus on aspects of the following:</b></p> <ul style="list-style-type: none"> <li>• Devolution is defined as power transferred or delegated from a central superior authority to a local or regional government.</li> <li>• Within the context of the UK, it consists of a subordinate elected body on a geographical basis (Scotland, Northern Ireland, Wales, London) with central authority and powers exercised by Westminster.</li> <li>• In the UK, referendums were held in 1997, soon after the general election, on devolution.</li> <li>• Just over 60% of Scots voted, but in Wales voter turnout was just over 50%.</li> <li>• The Scotland Act (1998) and the Government of Wales Act (1998) were passed, outlining devolution arrangements.</li> <li>• Governments around the world today may share common characteristics but are not identical. Many share similar characteristics such as having a constitutional monarchy and a bi-cameral legislature.</li> <li>• A system of governance is a prescribed form of political behaviour which recognises how a country is legally organised and functions.</li> </ul> <p><b>Advantages of devolution</b></p> <ul style="list-style-type: none"> <li>• One of the clear benefits of devolution is that it empowers people who now have greater local control over important decisions which affect their lives. Some argue, for example, that if more power were devolved to “regions” in England, eg in the north of England or Cornwall, then local people could develop those structures that would support the growth of business suited to their own region and not that of South-East England.</li> <li>• Many contend that devolution increases local area pride and gives a nation a greater sense of consciousness and identity.</li> </ul>

Question	Max mark	Detailed Marking Instructions for this question
		<ul style="list-style-type: none"> <li>• Devolution is more flexible than, for example, a federal system of government. Under a federal system, each state or province has the same level of autonomy. Devolution could result in some areas having a greater or lesser degree of autonomy. In Canada for example, Quebec desires greater autonomy than other provinces and devolution would allow for this. Wales has fewer powers than Scotland but under a federal system (eg USA, Australia), all states/provinces have a level of equality.</li> <li>• Many suggest that devolution results in greater accountability to constituents.</li> <li>• Scotland, Wales and Northern Ireland have a level of autonomy, yet can remain part of the United Kingdom.</li> <li>• Devolution can also grant special recognition to peoples with strong identities within the state. This multi-layered identity can be seen in the United Kingdom. There are strong Welsh and Scottish identities, but many who see themselves as Welsh or Scottish also see themselves as British. This “nation within a nation” concept could be argued to be more flexible in recognising group and cultural identities.</li> <li>• Scotland’s population is 5.3 million and England’s population is 53 million. Both are nations and constitutionally equal under the current devolutionary arrangement. Scotland would be offended if it were given the same level of self-government as the London region of England (8.3 million people), for example, as it desires more autonomy and control over its own affairs.</li> <li>• Another advantage of devolution over federal government is that if a problem exists, many would argue that it can be resolved more quickly under a devolved system of governance. A federal system of governance usually requires a complicated constitutional amending process. This makes changing the US Constitution, for example, very difficult as 75% of state legislatures must approve any amendment.</li> <li>• Some argue that devolution is more democratic and closer to direct democracy than centralised forms of government. People are more likely to accept and pass new legislation if it has come locally, from people who have a deep and clear understanding of the problem at a local level. The Scottish opposed a “beef on the bone ban” in 1999 as such a ban would have affected Scottish farmers to a much greater extent than farmers from other parts of the UK. The Welsh, in particular, opposed the growth of GM crops because such crops were deemed to pose a much greater risk of cross-pollination in Wales than in other parts of the UK.</li> </ul> <p><b><i>Disadvantages of devolution</i></b></p> <ul style="list-style-type: none"> <li>• Many argue that devolution weakens the central authority of a nation state.</li> <li>• Devolution also results in an overlap of government which inevitably results in additional financial costs to taxpayers. This duplication can be costly, eg the building of the Scottish Parliament resulted in several cost overruns.</li> <li>• Many argue that devolution is the first step toward breaking up a nation. Devolution would lead to more regions/nations clamouring for independence with nation states potentially breaking up, eg the United Kingdom could cease to exist if Wales and/or Scotland became independent.</li> </ul> <p><b><i>Additional information which may be included:</i></b></p> <ul style="list-style-type: none"> <li>• A unitary state is a state governed as one single unit in which the central government is supreme and any administrative divisions (sub-national units) exercise only powers that their central government chooses to delegate.</li> <li>• The United Kingdom, for example, is a unitary state as its constituent countries – England, Scotland, Wales, and Northern Ireland – have no power</li> </ul>

Question	Max mark	Detailed Marking Instructions for this question
		<p>to challenge the constitutionality of Acts of Parliament. Unitary states contrast with federal states, such as the United States, in which power is shared between the federal government and the states.</p> <ul style="list-style-type: none"> <li>• More than 150 countries are unitary states, including France, China and Japan.</li> <li>• Federalism can be seen as a compromise between the extreme concentration of power and a loose confederation of independent states for governing a variety of people, usually in a large expanse of territory. Federalism has the virtue of retaining local pride, traditions and power, while allowing a central government that can handle common problems.</li> <li>• A constitutional monarchy is a form of government in which a monarch acts as head of state within the parameters of a written (ie codified), unwritten (ie uncodified) or blended constitution. It differs from an absolute monarchy in that an absolute monarch serves as the sole source of political power in the state and is not legally bound by any constitution.</li> <li>• Most constitutional monarchies employ a parliamentary system in which the monarch may have strictly ceremonial duties or may have reserve powers, depending on the constitution.</li> <li>• A federal monarchy is a variant of monarchy – it is a system of governance where a federation of states have a single monarch as overall head of the federation.</li> <li>• Republic – rule by a form of government in which, theoretically, all the people, or their representatives, have supreme control over the government and where offices of state are elected or chosen by elected people. Republics do not have a monarch as head of state.</li> <li>• Constitutional republic – rule by a government whose powers are limited by law or a formal constitution, and chosen by a vote amongst at least some sections of the citizenry.</li> </ul> <p><b>Example of an extract from a response that would achieve approximately half marks</b></p> <p><i>The United States and United Kingdom have very different systems of government. While the US has a written constitutional framework, the UK has no such written constitution. A devolved system of government present in the UK grants powers to the Scottish Parliament and Welsh Assembly, for example. These powers allow for health, education and criminal justice to be decided by each respective nation. Individual states in the US can also make decisions on these same areas, proving that there are more similarities between the UK and the US than most realise. Deciding which constitutional arrangement is more effective and provides a truer form of democracy is debatable. What is clear is that both models reflect the decentralisation of power which is a trend that has come to typify many democracies in recent years.</i></p> <p>[This extract contains development of a key aspect related to the question, relevant supporting evidence and a reasoned judgement based on the evidence presented.]</p> <p><b>Example of an extract from a response that would be considered high quality</b></p> <p><i>An examination of devolution in the United Kingdom in comparison to the constitutional framework in the United States suggests that elements of the US federal system are more democratic and more in keeping with Athenian direct democracy. For example, the Bill of Rights at the start of the US Constitution allows for an empowered citizenry, protected from any abusive government.</i></p>



Question	Max mark	Detailed Marking Instructions for this question
		<p><i>With individual state rights also written into the US Constitution, no monarch or president can rescind those rights. Education, transport and separate tax-raising powers all suggest that US states, each with their own constitutions, have more advantages in comparison to the devolved system of government which exists in the UK. Indeed, each state has its own militia, referred to as a National Guard, which can be deployed in times of crisis by each respective state governor, without presidential or federal authority. However, despite these differences others suggest that a constitutional framework invites problems because constitutions can sometimes be inflexible and difficult to change. The US Constitution, for example, is often criticised for not reflecting and adapting to the times. With 38 out of the 50 states needing to ratify any change to the Constitution, many would suggest that constitutional arrangements in the US are outdated and invite division. The 2<sup>nd</sup> Amendment is a case in point as Americans continue to be divided over the “right to bear arms” and the constitutional arrangement simply perpetuates the problem. While the US constitutional framework does have some advantages, the constitution itself is so difficult to change that many see this as a weakness.</i></p> <p>[This extract contains reference to several key aspects related to the question, detailed relevant evidence, analysis leading to synthesis and comparison of similarity and differences between key factors.]</p>
4	15	<p>You are researching the political issue of why the “Better Together” campaign won the 2014 Scottish independence referendum. To what extent are semi-structured interviews a more appropriate research method than focus groups for researching this issue? In your answer you should make reference to relevant examples.</p> <p><i>Candidates can be credited in a number of ways up to a maximum of 15 marks.</i></p> <p><b>Expect reference to the following in critical evaluation of semi-structured interviews:</b></p> <p><b><i>Semi-structured interviews may be appropriate because:</i></b></p> <ul style="list-style-type: none"> <li>• Allows researchers to establish “verstehen” – understanding from the perspective of the interviewee.</li> <li>• Question “scripts” or lists (interview guides) ensure a degree of similarity in the questions asked to each respondent, keeping results more reliable.</li> <li>• Qualitative interviewing is focused on the interviewee’s point of view rather than the researcher’s concerns, thus reducing interviewer bias.</li> <li>• Respondents’ views of the world, attitudes, motivations, feelings and emotions can be explored.</li> <li>• Concepts and wording of questions can be clarified to ensure understanding, reducing the risk of the researcher’s views being imposed.</li> <li>• Several interviews may be carried out with respondents building on the trust established between interviewer and interviewee. (In closed question structured interviews this would not be the case as it would invalidate the results.)</li> </ul> <p><b><i>Semi-structured interviews may be less appropriate because:</i></b></p> <ul style="list-style-type: none"> <li>• Information gained may be untrustworthy – based on respondents lying, forgetting or being ignorant of the issue in question.</li> </ul>

Question	Max mark	Detailed Marking Instructions for this question
		<ul style="list-style-type: none"> <li>• Interviewer presence (if viewed as unfriendly) may influence or limit interviewee’s responses.</li> <li>• Interviewer presence may lead to “interviewer bias” – consciously or unconsciously directing interviewees to a certain type of response.</li> <li>• Interviews are unnatural social situations (ecological validity) which will always affect the behaviour of interviewees.</li> <li>• Interviewee accounts lack the rigour of scientific research such as subjective observation by the researcher – data potentially untrustworthy.</li> <li>• Interviewees are not representative of the general population, so researchers are unable to extrapolate generalisations about public opinion.</li> <li>• Publication of interviewees’ emotions may be a risk for them.</li> <li>• Interviewees must be clear about how confidential their responses would be.</li> </ul> <p><b>Alternative research methods which could be considered and evaluated:</b> Expect consideration and evaluation of one or more of the following alternative qualitative research methods:</p> <ul style="list-style-type: none"> <li>• surveys/questionnaires</li> <li>• unstructured/structured interviews</li> <li>• focus groups</li> <li>• opinion polls, eg Ipsos Mori, YouGov, Ashcroft poll “How Scotland voted and why”</li> <li>• political blogs, eg John Curtice’s weblog “What Scotland Thinks”</li> </ul> <p><i>Credit can be given for any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p><b>Example of an extract from a response that would achieve approximately half marks:</b> <i>Semi-structured interviews would be relevant for gathering information on why the “Better Together” campaign won the 2014 Scottish independence referendum as it would allow the researcher to identify groups or individuals who voted “No” and to ask them open questions to find out why they supported this position. This would generate qualitative information that would allow those questioned to explain in-depth their reasons for their voting “No”. There may however be ethical considerations that the researcher would be bound to, such as confidentiality as respondents may not wish their views to be publicly identifiable. In fact, in the run-up to the independence vote there were concerns that many “No” voters felt intimidated and were reluctant to admit to pollsters their true voting intentions, which may have accounted for some predictions that the result would be closer than the 55-45% outcome.</i></p> <p>[This extract contains two points of evaluation with straightforward supporting evidence.]</p> <p><b>Example of an extract from a response that would be considered high quality</b> <i>Semi-structured interviews would be a valuable method to probe more deeply into why 55% of the Scottish electorate voted “No” in the 2014 independence referendum. However, there are limitations that semi-structured interviews may have in relation to this issue. Semi-structured interviews should be recorded and then transcribed. This can present two issues. Firstly, this may put off respondents who may not wish their responses and views to be noted and</i></p>

Question	Max mark	Detailed Marking Instructions for this question
		<p><i>therefore identifiable in some way. Secondly, the issue of transcription means that the interviewees' responses will be filtered through the researcher giving rise to the possibility of errors, which Poland (1995) identified can be caused by a number of reasons ranging from mishearing to fatigue, thus reducing the reliability.</i></p> <p><i>In comparison, using focus-groups as a research method has many of the advantages of the semi-structured interview in that it produces qualitative data and may throw up information that the researcher has not considered, leading to new or additional hypotheses. According to Kitzinger, using focus groups enables the researcher to examine people's different perspectives as they operate within a social network. Additionally, focus groups are more efficient, less time-consuming and potentially less costly than conducting face-to-face or telephone interviews, which are likely to be the approaches used in semi-structured interviews.</i></p> <p><i>An alternative to semi-structured interviews on this issue would be a survey or questionnaire of the Scottish electorate. Survey questions could offer a wide range of closed questions. This offers several advantages such as: it is easy to process the results of closed questions as they produce quantitative data; closed questions can also clarify the meaning of questions as the availability of answers helps respondents to understand the meaning through this context. Closed-question surveys and questionnaires are easy for the interviewee to complete, enhancing the chances of participation amongst those approached. It must be noted, however, that the main weakness of this approach is the very thing that is the main strength of unstructured interviews, ie this approach reduces the spontaneity of respondents and pigeonholes them into answering and only identifying within the issues the researcher has deemed important. This is unlikely to lead to a new hypothesis and leads researchers to simply testing the theories they have already thought of.</i></p> <p>[This extract contains two points of balanced evaluation of the appropriateness of the methods with detailed analysis and synthesis of relevant exemplification.]</p>
5	15	<p><b>To what extent can Source A be considered trustworthy?</b></p> <p><i>Candidates can be credited in a number of ways up to a maximum of 15 marks.</i></p> <p><b>Credit reference to the following in critical evaluation of the source:</b></p> <ul style="list-style-type: none"> <li>• quality newspaper</li> <li>• author is an academic based at a renowned university</li> <li>• Twitter address and website address provided so research can be verified</li> <li>• confidence that research has been verified and checked</li> <li>• current and up-to-date information</li> <li>• arguably biased headline, suggesting lack of balance in information</li> <li>• left-wing newspaper, possible bias against government</li> <li>• specific issues about the source which support or detract from its validity</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p>

Question	Max mark	Detailed Marking Instructions for this question
		<p><b>Arguments that the source is valid and/or reliable:</b></p> <ul style="list-style-type: none"> <li>• The author, Julia Powles, is an academic at a prestigious university (Cambridge) and has expertise in law and technology, the area in which the legislation she is commenting upon lies.</li> <li>• Academic and official statistics are included or alluded to, including the Drip legislation.</li> <li>• The Guardian is a quality newspaper with an international reputation for quality journalism and investigative reporting.</li> <li>• The website address is published to allow verification by the reader of the article and there are web links which can be opened to verify the validity further.</li> <li>• Date of publication shows it is a contemporary source.</li> <li>• Citation of Martha Lane Fox’s speech suggests she is a member of the UK House of Lords and therefore liable to be knowledgeable or an expert on the matter being debated – or will at least be well-informed on the issue.</li> <li>• Twitter address and website address are provided so research can be verified.</li> </ul> <p><b>Arguments that the source’s validity and/or reliability are questionable:</b></p> <ul style="list-style-type: none"> <li>• The Guardian is renowned as a supporter of left-wing parties and strongly opposed to the Conservative Party and its values and therefore unlikely to be impartial in commenting on legislation proposed by a Conservative-dominated coalition.</li> <li>• The date of publication is within the timeframe of drafting and debating the legislation in question – the author may not have fully considered all aspects of the legislation.</li> <li>• Headline uses pejorative language suggestive of a prejudicial view.</li> <li>• Further pejorative language pervades the article.</li> <li>• Citation of Martha Lane Fox’s speech suggest she is a member of the UK House of Lords, however further elaboration on her background and credentials would be required to decisively judge whether she is a reliable source.</li> <li>• Fox may be an opposition Peer and prejudicial and biased against the government of the day who introduced this legislation.</li> <li>• Citations of quotes in the passage linked to government propaganda, deception and hypocrisy are unattributed and therefore questionable.</li> <li>• Newspapers have no legal obligation to impartiality, unlike broadcast media, and therefore must always have their objectivity questioned.</li> <li>• Newspapers are a business and therefore liable to meet the demands of their readers as much as be concerned with printing objective-free news.</li> <li>• As this is adapted from the original source, it may omit key issues and has been filtered in a way that may be selective.</li> <li>• The research is qualitative and therefore may be based on personal opinion.</li> </ul> <p><b>Example of an extract from a response that would achieve approximately half marks</b></p> <p><i>The Guardian newspaper is recognised as a quality broadsheet newspaper with a strong record in investigative journalism with detailed and well-judged writing. Articles from quality newspapers are therefore inherently more reliable and valid as pieces of social science research. However, the Guardian is also a left-wing or liberal paper and likely to be biased against the Conservative-led coalition and its legislative policies.</i></p>

Question	Max mark	Detailed Marking Instructions for this question
		<p><i>Another positive of the article that improves the validity is that a website address and Twitter address are provided so further research can be conducted to make more sound conclusions.</i></p> <p>[This extract contains two relevant points of evaluation, drawing on knowledge of Social Science research, and with supporting evidence drawn from the source.]</p> <p><b>Example of an extract from a response that would be considered high quality</b>  <i>In addition, the article in the source is contemporary and up-to-date, being published in July 2014 and therefore takes account of current thinking on the Drip Act. However, this could also be a failing of the article as a research method, as the law in practice has yet to be fully examined and any assessment will be purely hypothetical without exemplification of the law’s impact in practice. Additional research would have to be carried out to fully evaluate the veracity of the conclusions and findings laid out in the source. This would involve reference to a wider range of academic publications and official government documentation.</i></p> <p><i>However, one concern about any newspaper article as a reliable source of information is the issue of bias. The headline of the article states government legislation is “misleading and an affront to democracy” and this immediately gives the indication that there will be a lack of balanced argument and the article will not offer an objective opinion. This undermines the validity of the article as a source of research. Furthermore, throughout the article this bias is compounded by use of language such as an “abomination” and “comprehensive mockery”, making it very clear that this article is far from objective in its examination of the legislation.</i></p> <p>[This extract contains detailed evaluation and analysis of the trustworthiness of the source with supporting evidence drawn from the source and knowledge of the methodology. For illustrative purposes there is a particular focus on omissions and weaknesses of the source as trustworthy.]</p>

SECTION 2: SOCIAL ISSUES, LAW AND ORDER, AND RESEARCH METHODS

Question	Max mark	Detailed Marking Instructions for this question
6	30	<p>“The criminal justice system is ineffective in dealing with crime and disorder.” Discuss with reference to the UK/Scotland and any other country/countries you have studied.</p> <p><i>Candidates can be credited in a number of ways up to a maximum of 30 marks.</i></p> <p><b>Credit responses that make reference to, for example:</b></p> <ul style="list-style-type: none"> <li>• lack of capacity in prisons</li> <li>• lack of access to rehabilitative courses</li> <li>• budget cuts in policing</li> <li>• bureaucratic/legislative limits on policing, eg European Court of Human Rights (ECHR)</li> <li>• powerlessness against large global organisations, eg banks ,tax avoidance</li> <li>• racism in the justice system</li> </ul> <p><b>Credit reference to aspects of the following:</b></p> <ul style="list-style-type: none"> <li>• effectiveness of policing strategies and practice</li> <li>• effectiveness of courts</li> <li>• weaknesses and strengths in the prison sector</li> <li>• weaknesses and strengths of government legislation</li> <li>• human rights legislation and the difficulties and safeties they produce</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p>Candidates should make reference to any relevant global comparator(s).</p> <p><b>Possible approach to answering the question:</b></p> <ul style="list-style-type: none"> <li>• London riots – police accused of being invisible and too far away from scene of social unrest; evidence that police “lost control”. Call for training in “public disorder” management to improve public safety but not available due to budget cuts.</li> <li>• Crime in London has been affected by technology which is “out-of-date, ineffective and expensive to maintain”. “The force could have been more efficient, and crime lower, had the Met got to grips with its ICT earlier,” according to a London Assembly report (August 2013).</li> <li>• Cuts in support staff potentially mean more paperwork for police.</li> <li>• Paperwork taking police away from street/communities – “Writers rather than crime fighters”.</li> <li>• A report published in 2010 by Her Majesty’s Inspectorate of Constabulary (HMIC) called “Valuing the Police” shows that the result of this bureaucratic form-filling, over-prescription and central guidance is that only 11% of police officers are available to the public at any time. The 2012 report “Policing in Austerity” (February 2012) suggests this has not improved.</li> <li>• New types of crime have created greater challenges, eg growth of organised crime and cyber-crime, child protection and economic crime. Legislation is playing catch-up.</li> <li>• Recent criticism of “racist” airport security checks suggests still further need for reform of existing legislation to avoid rights abuses.</li> </ul>

Question	Max mark	Detailed Marking Instructions for this question
		<ul style="list-style-type: none"> <li>• UK government’s recent calls to reform the European Court of Human Rights – Conservatives argue that the Court has a backlog of 150,000 cases which is growing by 20,000 per year, and 90% of cases are inadmissible.</li> <li>• Abu Qatada – European Court of Human Rights vs Anti-terrorism, Crime and Security Act 2001. This reflects the challenges that supra-national legislation causes UK courts.</li> <li>• Government legislative reform, eg Banking Reform Bill in response to Libor-fixing scandal – white-collar crime.</li> <li>• Lack of death penalty in comparison with USA.</li> <li>• Overuse of imprisonment (152/100,000 in Scotland compared to 60/100,000 in Finland).</li> </ul> <p><b>Example of an extract from a response that would achieve approximately half marks</b></p> <p><i>One of the ways that “The UK’s penal systems are ineffective in dealing with law and order” is when they are challenged by the legislation introduced by the European Union. The radical Muslim cleric Abu Qatada was charged with terrorism offences in the UK and should have been deported to Jordan. However, because of the ECHR he was able to stay – costing the UK tax-payer £1.7m. It took eight years to have him deported. In comparison to this, Italy managed to deport an individual in similar circumstances back to Tunisia, against EU law and only incurring a £17,000 fine. This is an example of when the UK has acted justly but ineffectively when dealing with crime and disorder.</i></p> <p>[This extract contains development of a key aspect related to the question, relevant supporting evidence, a limited comparison and a judgement based on the evidence presented.]</p> <p><b>Example of an extract from a response that would be considered high quality</b></p> <p><i>The statement “The UK’s penal systems are ineffective in dealing with crime and disorder” is shown to be true in the primary instance that police now only spend a fraction of their available time carrying out actual police work (in place of follow-up paperwork) due to government cutbacks and bureaucratic responsibilities imposed by EU legislation, according to Shadow Home Secretary Chris Grayling. According to one BBC report, in some cases when one local burglar is apprehended, then crime in that area can decrease by as much as 80% – but with only 11% of the police force available to the public at any one time, the police become less effective in dealing with this type of crime. The introduction of new guidelines across the UK, such as legislation of the ECHR, makes work hard, not only for the “bobby on the beat”, but also those that protect our national security. Abu Qatada was able to successfully challenge the Anti-Terrorism, Crime and Security Act 2001 through the ECHR for eight years – costing the UK taxpayer £1.7m according to the Home Secretary. Keith Vaz, chairman of the Commons Home Affairs Select Committee, stated that Qatada’s legal costs alone could have employed 90 new constables for a year.</i></p> <p><i>In comparison to this, Italy defied the European Court of Human Rights by deporting Islamic fundamentalist Mohamed Mannai to Tunisia, incurring just a £17,000 fine. Although this was against EU guidelines, the Italians used their penal system to remove a dangerous criminal from the country at the least cost to the tax-payer and in keeping with their national laws.</i></p>

Question	Max mark	Detailed Marking Instructions for this question
		<p><i>Although Italy found a swift way to remove a fundamentalist cleric to trial, it violated ECHR legislation, whereas, the UK can be proud that eventually Qatada was dealt with in accordance with international human rights laws and UK legislation.</i></p> <p>[This extract contains reference to several key aspects related to the question, detailed relevant evidence, analysis leading to synthesis and a judgement resulting from a reasoned line of argument.]</p>
7	30	<p><b>“Society creates its own criminals” Discuss with reference to the UK/Scotland and any other country/countries you have studied.</b></p> <p><i>Candidates can be credited in a number of ways up to a maximum of 30 marks.</i></p> <p><b>Credit responses that make reference to, for example:</b></p> <ul style="list-style-type: none"> <li>• sociological, biological, psychological theories</li> <li>• social exclusion</li> <li>• lack of education</li> <li>• lack of employment opportunities</li> <li>• lack of drug rehabilitation centres</li> <li>• stigmatising/labelling of NEDs/CHAVs</li> <li>• parenting issues</li> <li>• poverty</li> <li>• alternatives to the view</li> </ul> <p><b>Credit reference to aspects of the following:</b></p> <ul style="list-style-type: none"> <li>• An examination/definition of social exclusion and its effects on individuals and communities would help to support this answer.</li> <li>• Accept and credit examination of sociological theory relating to crime – broken windows, labelling, etc.</li> <li>• Almost half of the prison population ran away from home as a child compared to only 11% of the general population. 49% of male prisoners were excluded from school (2% of the general population).</li> <li>• A study of young people in police custody found that 86% had been excluded from school.</li> <li>• “Sustained reductions in crime are built on the foundation of decent, affordable housing”, says Nacro, the National Crime Reduction Charity for England and Wales.</li> <li>• Deprived areas face higher average crime rates and fewer amenities and business are attracted to such areas.</li> <li>• The British Crime Survey, (BCS) highlights the fact that the highest volume of crimes is committed in marginalised neighbourhoods, with the poorest people as victims.</li> <li>• Those who are socially excluded tend to have least access to justice.</li> <li>• Parenting issues eg 31% of women in prison have spent time in local authority care as a child.</li> <li>• Also other causes of crime can be examined – “nature”/genetic cases, twin studies, chromosomal differences, white-collar crime.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p>



Question	Max mark	Detailed Marking Instructions for this question
		<p>Candidates should make reference to any relevant global comparator(s).</p> <p><b>Possible approach to answering the question</b></p> <ul style="list-style-type: none"> <li>• There is a view that poverty, parental neglect, low self-esteem, alcohol and drugs abuse factors explain why people commit crime</li> <li>• “Individualists” tend to focus on individual weakness or lack of “values” as the reason why people commit crimes.</li> <li>• Contemporary control theorists explore relationships between parents’ employment and children’s delinquency. Chivalry theory and “evil women” hypothesis still relevant in 21<sup>st</sup> century.</li> <li>• “Collectivists” feel that social conditions that create the conditions for crime need to be addressed.</li> <li>• Exploration of other theories and their continuing validity eg Marxist theory and links with 21st century; Becker’s labelling theory; strain theory/status frustration/peer pressure – links with poverty.</li> <li>• Functionalist theories – many argue these are still applicable in the 21st century.</li> <li>• Feminist theory.</li> <li>• Biological/physiological explanations.</li> <li>• Analysis of causes, motivations and interpretations of social disorder.</li> </ul> <p><b>Example of an extract from a response that would achieve approximately half marks</b></p> <p><i>One of the ways that “society creates its own criminals” is through a lack of education in many deprived areas. With a lack of education comes a lack of employment opportunities, as many employers need at least basic levels of English and Maths in their employees. A study of young people in police custody found that 86% had been excluded from school. This can lead these young delinquents to be labelled NEDs (Non Educated Delinquents) which in turn labels them within society and makes it even harder for them to gain lawful employment – and so the cycle continues. This is one way in which society creates its own criminals.</i></p> <p>[This extract contains development of a key aspect related to the question, relevant supporting evidence, and a judgement based on the evidence presented.]</p> <p><b>Example of an extract from a response that would be considered high quality</b></p> <p><i>The statement “society creates its own criminals” can be evidenced by the Police Scotland statistic that 86% of young people in police custody had been excluded from school; this compared to just 2% of the broader population. According to a study published by the Centre for Policy Studies, poor literacy levels at entrance to secondary school fosters a culture of frustration and resentment towards societal institutions. This is clearly explained in Cohen’s theory of status frustration, where an individual does not have the education or means to create the level of wealth they aspire to, and so turn to crime to fulfil this aspiration. These criminals with low levels of education have been labelled by many in the mainstream media as NEDs. According to Becker, once a label has been applied to an individual or group within society, that label is granted master status, therefore gaining employment becomes extremely difficult.</i></p>

Question		Max mark	Detailed Marking Instructions for this question
			[This extract contains reference to several key aspects related to the question, detailed relevant evidence, analysis leading to synthesis and comparison of key factors.]
8		30	<p><b>“Custodial sentences are the most effective method of dealing with crime.” Discuss with reference to the UK/Scotland and any other country/countries you have studied.</b></p> <p><i>Candidates can be credited in a number of ways up to a maximum of 30 marks.</i></p> <p><b>Credit reference to aspects of the following, for example:</b></p> <ul style="list-style-type: none"> <li>• Current issues regarding the effectiveness of custodial sentences to achieve these aims, for example: <ul style="list-style-type: none"> <li>— re-offending rates</li> <li>— success levels of rehabilitation within prisons</li> <li>— effects/consequences of conditions in prisons, eg violence, deaths in custody, overcrowding, drugs and alcohol</li> <li>— rights of prisoners</li> </ul> </li> <li>• Current issues regarding the effectiveness of non-custodial sentences to prevent reoffending</li> <li>• Success of alternatives to custodial sentencing, for example: <ul style="list-style-type: none"> <li>— community sentencing</li> <li>— probation</li> <li>— fines</li> <li>— electronic tagging</li> <li>— restorative justice</li> <li>— rehabilitation programmes</li> </ul> </li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p>Candidates should make reference to any relevant global comparator(s).</p> <p><b>Possible approaches to answering the question:</b></p> <ul style="list-style-type: none"> <li>• Benefits to society of custodial sentencing – removes offender from society, preventing further crime during the period of detention. Retribution – criminal is seen to be punished. Safety for society – violent offenders kept away from public. Principle of general deterrence – others in society are put off committing similar offences.</li> <li>• Rehabilitation of criminal – opportunities while in custody for education, skills development and training. Offender management programmes.</li> <li>• The Scottish re-offending rates are high: According to Audit Scotland (November 2012), “47,000 people were convicted of a crime in 2009/10, 30% were re-convicted within a year and more than 20% had ten or more previous convictions.” In 2010, 57.9% of prisoners released from prison in Scotland were re-convicted within a year. Over 66% of prisoners imprisoned in 2009/10 had five or more previous convictions.</li> <li>• Effect of longer prisons sentences compared with those of less than 12 months. Evidence of increased benefits – lower rates of re-offending. According to Ministry of Justice figures (2011), only a third of offenders given sentences of between two and four years went back to crime within a year.</li> </ul>

Question	Max mark	Detailed Marking Instructions for this question
		<p>By contrast, some 43% of those jailed for between a year and two years went on to re-offend.</p> <ul style="list-style-type: none"> <li>• The Scottish Government’s Reducing Re-offending Change Fund of £10m was set up to target Scotland’s poor reoffending rates and “promote meaningful activity”.</li> <li>• Overall, the prison population in Scotland is increasing. HM Chief Inspector of Prisons for Scotland Annual Report 2013-2014 says that the women’s prison population increased by 120% since 2000.</li> <li>• The prison population was at capacity of 86,421 in England and Wales in 2014.</li> <li>• May 2014 – Swansea prison had an uncrowded capacity of 242 and an actual population of 446, with population % of capacity at 184%.</li> <li>• Scotland has 16 prisons with a population of approximately 8,000 prisoners.</li> <li>• Inverness prison had 26 prisoners more than its 103 capacity in May 2014. It is Scotland’s smallest and most overcrowded prison.</li> <li>• Throughcare in Scotland has 14,387 prisoners released between 2011/2012.</li> <li>• The number of prison officers in England and Wales has fallen by over 30% from 2011-13.</li> <li>• Independent review to report in 2015 on the deaths of young prisoners (18-24 years of age).</li> <li>• Increasing number of elderly prisoners over 60 – approximately 4,000 in 2013 and no nationwide strategy in place.</li> <li>• “Instead, the priority should be to deal with such offences in the community, giving precedence to compensation or reparation for the victim and, where the offence is sufficiently serious, imposing a community sentence”, said Professor Ashworth for the Howard League for Penal Reform.</li> <li>• “Prison should be a punishment of last resort for people who commit serious and violent offences”, said Juliet Lyon, director of the Prison Reform Trust.</li> <li>• Ministry of Justice figures for 2012 show that non-custodial sentences are up to 9% more effective in reducing re-offending.</li> <li>• First-year re-conviction rate in Scotland for Community Service Orders in 2009/2010 was 23.9%, compared to 59% for three months or less imprisonment.</li> <li>• “During a pilot in Aberdeen, the WSA (Whole Systems Approach) approach saw youth crime fall by 20% between 2008-09 and 2010-11, when 4,623 crimes and offences were committed by young people, compared with 5,875.</li> <li>• Sentencing guidelines in Scotland now encourage judges to adopt a “presumption” against sentences of three months or less.</li> <li>• Sweden is closing prisons due to a strong focus on rehabilitating prisoners. Choice between jail and tagging for convictions of six months or less. Re-offending has reduced to 12%.</li> <li>• Tagging costs £40 a day, compared to £165 for custodial sentencing.</li> </ul> <p><b>Example of an extract from a response that would achieve approximately half marks</b></p> <p><i>Overcrowding is a major issue in British prisons and this also has a limiting effect on rehabilitation. In April 2007, the former Lord Chief Justice, Lord Woolf, stated that “overcrowding was a cancer eating away at the heart of the prison service”. Since 2007, the prison population in the UK has continued to increase and the consequences of increased violent disturbances, prisoner suicide, pressures on staff and shortages of resources have also become more noticeable. Overcrowding makes it very difficult to offer rehabilitation programmes. There are, as a consequence, fewer staff to monitor drug use and</i></p>

Question	Max mark	Detailed Marking Instructions for this question
		<p><i>meet the general needs of prisoners, and in fact the Howard League for Penal Reform suggests that the recent increase in suicides in prison is directly attributable to overcrowding.</i></p> <p>[This extract contains development of a key aspect related to the question, limited supporting evidence and a reasoned judgement based on the evidence presented.]</p> <p><b>Example of an extract from a response that would be considered high quality</b>  <i>Overcrowding is a major problem facing prisons in the United Kingdom as it is increasingly putting pressure on the prison services in Scotland and the rest of the UK, preventing them from being able to provide healthy environments for prisoners and from achieving the aims and purposes of imprisonment, ie rehabilitating prisoners and reducing re-conviction rates.</i></p> <p><i>With a Scottish prison population of approximately 8,000, and over 86,000 prisoners in England and Wales, the prison system in the UK is almost full to capacity. Indeed, many prisons that are publicly run are currently housing larger numbers of prisoners than they were ever intended to or are equipped for. According to the Ministry for Justice, many prisons – such as Swansea prison and Nottingham – are vastly overcrowded with Swansea at a population capacity of 184% of its uncrowded capacity.</i></p> <p><i>As prison officer numbers have reduced and prisoner numbers have increased, there has also been a rise in the number of disturbances and “incidents at height” in England and Wales. In the East Midlands area alone, this has risen from 25 incidents in 2011 to 169 in 2013. Not only are prison disturbances and violent incidents on the increase as a consequence of this overcrowding, there are fewer staff to monitor drug use and meet the general welfare and care needs of prisoners. A consequence of this is that there has also been a sharp rise in the number of prisoner suicides – from 60 in 2012 to 42 in the first six months of 2014 – as more prisoners are being locked up for up to 23 hours a day. These problems have led to the Chief Inspector of Prisons, Nick Hardwick, stating that: “The situation is extremely serious and I am very concerned”, suggesting that custodial sentences are ineffective.</i></p> <p>[This extract contains reference to several key aspects related to the question, detailed relevant evidence, analysis leading to synthesis and judgment based on a sustained line of argument.]</p>
9	15	<p>You are researching the issue of falling crime levels across the UK and Scotland. To what extent are semi-structured interviews a more appropriate research method than focus groups for researching this issue? In your answer you should make reference to relevant examples.</p> <p><i>Candidates can be credited in a number of ways up to a maximum of 15 marks.</i></p> <p><b>Credit reference to the following in critical evaluation of semi-structured interviews:</b>  <i>Semi-structured interviews may be appropriate because:</i></p> <ul style="list-style-type: none"> <li>• Allows researchers to establish “verstehen” – understanding from the perspective of the interviewee.</li> </ul>

Question	Max mark	Detailed Marking Instructions for this question
		<ul style="list-style-type: none"> <li>• Question “scripts” or lists (interview guides) ensure a degree of similarity in the questions asked to each respondent, keeping results more reliable.</li> <li>• Qualitative interviewing is focused on the interviewee’s point of view rather than the researcher’s concerns, thus reducing interviewer bias.</li> <li>• Respondents’ views of the world, attitudes, motivations, feelings and emotions can be explored.</li> <li>• Concepts and wording of questions can be clarified to ensure understanding, reducing the risk of the researcher’s views being imposed.</li> <li>• Several interviews may be carried out with respondents, building on the trust established between interviewer and interviewee. (In closed question, structured interviews this would not be the case as it would invalidate the results.)</li> </ul> <p><i>Semi-structured interviews may be less appropriate because:</i></p> <ul style="list-style-type: none"> <li>• Information gained may be untrustworthy – based on respondents lying, forgetting or being ignorant of the issue in question.</li> <li>• Interviewer presence (if viewed as unfriendly) may influence or limit interviewees’ responses.</li> <li>• Interviewer presence may lead to “interviewer bias” – consciously or unconsciously directing interviewees to a certain type of response.</li> <li>• Interviews are unnatural social situations (ecological validity) which will always affect the behaviour of interviewees.</li> <li>• Interviewee accounts lack the rigour of scientific research, such as subjective observation by the researcher – data is potentially untrustworthy.</li> <li>• Interviewees are not representative of the general population, so researchers are unable to extrapolate generalisations about public opinion.</li> <li>• Publication of the interviewees’ emotions may be a risk for them.</li> <li>• Interviewees must be clear about how confidential their responses would be.</li> </ul> <p><b>Alternative research methods which could be considered and evaluated:</b> Expect consideration and evaluation of one or more of the following alternative qualitative research methods:</p> <ul style="list-style-type: none"> <li>• surveys/questionnaires</li> <li>• unstructured/structured interviews</li> <li>• focus groups</li> <li>• official documents and reports, eg British Crime Survey (BCS), Scottish Crime and Justice Survey (SCJS)</li> </ul> <p><i>Credit can be given for any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p><b>Example of an extract from a response that would achieve approximately half marks:</b> <i>Semi-structured interviews are an appropriate method for researching the issue of falling levels of crime in the UK and Scotland to an extent. This method allows the interviewer/researcher to produce qualitative data which not only identifies which types of crime have seen a decrease, but may also give reasons why crime levels in the UK are falling. Semi-structured interviews allow the researcher to identify and interview experts in the field of crime, such as academics and criminologists, who will have conducted extensive research into the issue. Semi-structured interviews are also flexible and allow the interviewee</i></p>

Question	Max mark	Detailed Marking Instructions for this question
		<p><i>to raise issues that may not have been considered by the researcher, thereby broadening the scope of the information.</i></p> <p>[This extract contains evaluation of a single method with two points of supporting evidence.]</p> <p><b>Example of an extract from a response that would be considered high quality</b>  <i>Semi-structured interviews are an appropriate method for researching the issue of falling levels of crime in the UK and Scotland to an extent. This method allows the interviewer/researcher to produce qualitative data which not only identifies which types of crime have seen a decrease, but may also give reasons why crime levels in the UK are falling. Semi-structured interviews allow the researcher to identify and interview experts in the field of crime, such as academics and criminologists, who will have conducted extensive research into the issue. Semi-structured interviews are also flexible and allow the interviewee to raise issues that may not have been considered by the researcher, thereby broadening the scope of the information.</i></p> <p><i>Semi-structured interviews allow the researcher to establish what Weber called “verstehen”, seeing events and issues through the eyes of the people that they study. Ann Oakley, sociologist and feminist, advocates this approach and argues that establishing a rapport with interviewees improved the quality of her research. Oakley divides interviewing into “masculine” and “feminist”, where “masculine” interviewing is proper, scientific and objective whereas “feminist” interviewing is collaborative, empathetic and superior.</i></p> <p><i>In comparison, the focus-group – a method used in Public Attitude to Youth Crime surveys – has many of the advantages of the semi-structured interview in that it produces qualitative data and may throw up information that the researcher has not considered, leading to new or additional hypotheses. Additionally, focus groups are more efficient, less time-consuming and potentially less costly than conducting face-to-face or telephone interviews, which are likely to be the approaches used in semi-structured interviews.</i></p> <p><i>An alternative qualitative method that could be used over semi-structured interviews might be to conduct an ethnographic study by identifying and interviewing members of the public from geographical areas where there are or have been noticeably high levels of crime to gain their views on whether they think crime levels are rising or falling. Foster’s (1995) research into crime within communities used qualitative research approaches to probe beneath the surface and see what locals’ views of crime in their community were – views which outsiders with little direct contact with that community might not have expected. However, semi-structured interviews – like many qualitative approaches – may result in a lack of objectivity by the interviewer, losing sight of what they are researching and “going native” by becoming too sympathetic to the plight and responses of their interviewees. For example, they may refrain from asking questions that they fear may offend their interviewees.</i></p> <p>[This extract contains analysis and evaluation of both methods; compares, contrasts and synthesises relevant exemplification.]</p>
10	15	<p><b>To what extent can the following source (Source B) be considered trustworthy?</b></p> <p><i>Candidates can be credited in a number of ways up to a maximum of 15 marks.</i></p>

Question	Max mark	Detailed Marking Instructions for this question
		<p><b>Credit reference to the following in critical evaluation of the source:</b></p> <ul style="list-style-type: none"> <li>• Author is an experienced and senior journalist.</li> <li>• Newspapers reflect proprietary bias and have no legal obligation to be impartial or balanced.</li> <li>• Date of publication.</li> <li>• Article references the views of highly qualified academics.</li> <li>• Comment on independence and reliability of views of government.</li> <li>• Article’s tone and content.</li> <li>• Inclusion or lack of supporting figures and empirical evidence.</li> <li>• Right-wing leanings of The Telegraph.</li> <li>• Veracity of adapted sources</li> <li>• Inclusion of article website address and author’s Twitter account easily allow further research.</li> <li>• Specific issues about the source which support or detract from its validity.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p><b>Arguments that the source is valid and/or reliable:</b></p> <ul style="list-style-type: none"> <li>• Author is Home Correspondent of a respected quality newspaper and likely a highly experienced commentator on crime and justice issues.</li> <li>• Date of publication is contemporary, which enhances reliability and validity.</li> <li>• Article cites opinions of highly qualified academics who are senior government advisors.</li> <li>• Article website address and twitter account of the journalist allows researchers to follow-up and verify the authenticity of the article and the author’s credentials.</li> <li>• The Telegraph can be viewed as a source of contemporary views on the issue of drug legislation and valuable as a source of how the issue is portrayed by the media.</li> </ul> <p><b>Arguments that the source’s validity and/or reliability are questionable:</b></p> <ul style="list-style-type: none"> <li>• Journalists are likely to write articles that fit with editorial/proprietary views, which can be biased, or which pass through an editorial process to ensure they reflect these views.</li> <li>• Views, quotes and figures cited in newspaper articles are likely to be selected by the journalist to fit a line of argument.</li> <li>• Views, quotes and figures which don’t fit the line of argument taken by the article are likely to be omitted by the journalist.</li> <li>• Independence of government advisors could be questioned.</li> <li>• Article’s tone and selected quotes could suggest lack of objectivity.</li> <li>• Death from drug figures are alluded to but not included in the article.</li> <li>• The European body referenced in the article requires clearer citation to evaluate the authenticity.</li> <li>• The source is adapted from the original article and therefore may have been selectively edited.</li> <li>• Controversy exists on the degree to which government drugs policy is science-based, eg former Chief Advisor to the Advisory Council on the Misuse of Drugs (ACMD), Professor David Nutt, was sacked in 2009 for expressing concerns over government cannabis classification.</li> </ul> <p><b>Example of an extract from a response that would achieve approximately half marks</b></p>

Question	Max mark	Detailed Marking Instructions for this question
		<p><i>The newspaper the article is published in, The Telegraph, is recognised as a quality broadsheet newspaper with a strong journalistic record containing detailed and well-judged writing. Articles from this type of newspaper are more reliable and valid as pieces of social science research than tabloid newspapers which tend to sensationalise issues. However, The Telegraph is also a known right-of-centre publication and likely to be biased in favour of the government, especially a Conservative-led coalition.</i></p> <p><i>A positive aspect of the article is that the people involved in the writing can be checked out. The source provides a website address and Twitter account so further research can be conducted to make more sound conclusions as to the accuracy and validity of the information contained and the journalist’s background and expertise. In addition, it refers to the opinions of two academics and highly respected professors – Les Iversen and Ray Hill. These academics are also government advisors and likely to be highly knowledgeable about drugs and the law.</i></p> <p>[This extract contains two relevant points of evaluation with supporting evidence drawn from the source and candidate’s knowledge.]</p> <p><b>Example of an extract from a response that would be considered high quality</b></p> <p><i>The Telegraph could also be argued to be a trustworthy source as it is a quality newspaper which reflects and presents contemporary views of issues. The content and coverage in the article are likely to be accurate as The Telegraph will wish to maintain its authority as a revered news publication and will have measures in place to ensure the accuracy of the stories it publishes. However, research suggests that up to 60% of newspaper articles contain inaccuracies of some sort or another which leads to questioning of their reliability. Furthermore, as with all print journalism, The Telegraph is not bound by considerations of the issues of impartiality and balance and may lack objectivity – selectively using information to reflect its own biased political position or exaggerating or emphasising facts or opinions to push an agenda. The Telegraph is well known as a right-of-centre publication and is even known in the satirical magazine Private Eye as the “Torygraph”, which suggests that it will lack objectivity in any articles about the Conservative Party or the present Conservative-led coalition whose drugs policy this article touches on.</i></p> <p><i>This article also cites opinions of highly qualified academics, Professors Les Iversen and Ray Hill, who also sit on the government’s Advisory Council on the Misuse of Drugs (ACMD). As academics they will have published peer-reviewed scholarly papers on issues related to those in this article and will not wish their academic reputations to be tarnished, so the views expressed are likely to be reliable. As government advisers their opinions are also valid as they will have inside knowledge of government policy and considerations. However, due to their close relationship with government their impartiality can be questioned as they may be less than willing to be critical of a government to whom they owe their position. Indeed, in 2009 Professor David Nutt was sacked as Chief Advisor to the ACMD for criticising the then government’s cannabis policy which may have reduced the ability of members of this organisation to speak freely.</i></p> <p><i>Overall, the article is limited in its trustworthiness as a source for a researcher. Although it is contemporary, contains expert testimonies and views and is by a reputable newspaper, it contains several major flaws – including questionable or unsubstantiated views and opinions – which suggest it is a highly selective</i></p>



Question	Max mark	Detailed Marking Instructions for this question
		<p><i>piece of work and lacks the objectivity that other sources of information may possess.</i></p> <p>[This extract contains detailed evaluation, analysis of the trustworthiness of the source with supporting evidence drawn from the source and knowledge of the methodology and a justified conclusion.]</p>

### Section 3: SOCIAL ISSUES, SOCIAL INEQUALITY, AND RESEARCH METHODS

Question	Max mark	Detailed Marking Instructions for this question
11	30	<p><b>“Social inequality is a product of individual choices.” Discuss with reference to the UK/Scotland and any other country/countries you have studied.</b></p> <p><i>Candidates can be credited in a number of ways up to a maximum of 30 marks.</i></p> <p><b>Credit responses that make reference to, for example:</b></p> <ul style="list-style-type: none"> <li>• discussion of what social inequality is/definition</li> <li>• discussion/evaluation of sociological theories that attempt to explain the existence of social inequality and/or changes over time</li> <li>• critical evaluation of conflict/functionalist explanations</li> <li>• discussion of the impact of social inequality in society and different groups in society</li> <li>• the impact of government policies on social inequality</li> </ul> <p><i>Credit reference to aspects of the following:</i></p> <ul style="list-style-type: none"> <li>• discussion of sociological theory and explanations of social inequality</li> <li>• explanations of social stratification and its impact on individuals and groups in society</li> <li>• candidates may discuss stratification with reference to gender, race, age, class</li> <li>• credit references to Marxist theory and the “two class” model</li> <li>• functionalist theorists equate society with the way the human body works: they see society as being made up of interrelated parts that must all work in harmony for the larger system to perform</li> <li>• functionalists – ways in which inequality is functional for society</li> <li>• functionalist theorists, eg Kingsley Davis and Wilbert Moore</li> <li>• a focus consensus and purpose in society by functionalist theory should be contrasted with the conflict and lack of opportunity argued by conflict theory</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p>Candidates should make reference to any relevant global comparator(s).</p> <p><b>Possible approach to answering the question:</b></p> <ul style="list-style-type: none"> <li>• comparison and contrasting of conflict versus functionalist models of inequality</li> <li>• consideration of individual case studies</li> </ul>

Question	Max mark	Detailed Marking Instructions for this question
		<ul style="list-style-type: none"> <li>• consideration of current social inequalities in education, housing, health, employment, etc, and the extent to which society/the individual creates these inequalities</li> <li>• discussion of government approaches and political/ideological distinctions in public policy</li> <li>• individual choices could also be discussed and to what extent this is the driving force behind social inequality (eg bad lifestyle choices, smoking, drinking, lack of education, poor diet) and how these can lead to health and wealth inequalities</li> </ul> <p><b>Example of an extract from a response that would achieve approximately half marks</b></p> <p><i>Functionalists believe that differences in power, wealth and other social prizes within society are fair and justified. They believe that the rewards of social status, money, wealth and so on motivate some people to work hard and achieve the most important jobs. Therefore, society is unequally structured and social inequality exists (and is fair) because of people’s inherent functional importance. For example, doctors are paid well, have a high status in society and deserve this because they have worked hard and studied for many years to achieve an important job such as this. However, problems do lie in this theory, as there is no way to officially and fairly measure which occupations are more valuable than others to society. Take nurses for example: they work long hours and are an important part of the healthcare service – without them it would cease to function – however, this is a profession that lacks prestige and good pay and thus seems to contradict the functional idea that the system is fair.</i></p> <p>[This extract contains development of a key aspect related to the question, limited supporting evidence and a reasoned judgement based on the evidence presented.]</p> <p><b>Example of an extract from a response that would be considered high quality</b></p> <p><i>Conflict theorists believe that stratification and inequality is harmful to society as it simply benefits the rich and maintains the status quo. Conflict theory also assumes the rich (or, according to Marx, the bourgeoisie) try to increase their wealth and status at the expense of the poor (or proletariat). For theorists such as Marx, social inequality is not inevitable but is part of a competitive system that is maintained and continues to persist because of people and a society based on economic self-interest. For example, McLeod’s “Ain’t No Makin’ It” highlights how conflict theory can be used to explain social inequality in relation to education. He argues that teachers treat lower-class pupils differently and don’t push them as hard/have lower expectations for them, placing them in lower “tracks” because they have generally had fewer educational opportunities than middle- and upper-class pupils. These pupils are then prepared for blue-collar jobs, trades and so on and are not encouraged in the way that they should be to set their sights higher and attempt to move up the social ladder. They point out that private education is out of reach for many and generally accessed by upper-class and already privileged children. State or public schools on the other hand – especially those in poor catchments and run down areas – are underfunded, lack resources and perpetuate inequality.</i></p>

Question	Max mark	Detailed Marking Instructions for this question
		<p><i>However, a criticism of conflict theory in explaining the existence of social inequality is that not everyone is motivated by economic self-interest. From a conflict perspective, although social inequality is not inevitable, it is driven by collective forces and conflicts in society and differentiates often on the basis of class, gender and race. Individual choices have, at best, limited scope in a capitalist system that creates “haves” and “have nots”.</i></p> <p><i>According to the two main schools of thought, social inequality definitely exists, however they disagree on the role that it plays and its impact on society.</i></p> <p>[This extract contains reference to several key aspects related to the question, detailed relevant evidence, analysis leading to synthesis and comparison of key factors.]</p>
12	30	<p><b>“Countries where wealth is more equally distributed suffer fewer health and social problems.” Discuss (in relation to the UK/Scotland and any other country/countries you have studied.)</b></p> <p><i>Candidates can be credited in a number of ways up to a maximum of 30 marks.</i></p> <p><b>Credit responses that make reference to:</b></p> <ul style="list-style-type: none"> <li>• discussion of what wealth distribution means</li> <li>• discussion of the types of health and social problems that exist as a result of inequality</li> <li>• candidates may refer to some of the following health and social problems caused by unequal wealth distribution – low life expectancy, mental illness, teenage pregnancy, violence, higher crime rates/percentage of the population in prison, low educational attainment, poorer health levels, drug use, etc</li> <li>• evaluation of theories and recent studies that have found that each of these problems was much worse in countries that are more unequal</li> <li>• recognition that health and social problems are not just related to poverty, as often first thought, but more to do with the size of the gap between rich and poor</li> <li>• recognition of factors other than poverty and wealth inequality as being important</li> <li>• the impact of government policy on income distribution and disparity between countries</li> <li>• critical evaluation of different countries’ experiences</li> </ul> <p><b>Credit reference to aspects of the following, for example:</b></p> <ul style="list-style-type: none"> <li>• the link between mental illness and drug-misuse in rich societies, where income disparity is greater</li> <li>• discussion of the differences between countries in the developed world where social problems exist and those where social problems are less heavily felt</li> <li>• explanation of the reasons why greater inequality leads to more social problems</li> <li>• candidates may discuss the fact that, in developed countries, a smaller gap between rich and poor means a happier, healthier and more successful population, whereas, the most unequal developed countries (the USA, UK, Portugal and Singapore) have much worse social problems than the most equal countries (Japan, Sweden and Norway)</li> </ul>

Question	Max mark	Detailed Marking Instructions for this question
		<ul style="list-style-type: none"> <li>• exploration of factors other than wealth distribution as potentially being the issue</li> <li>• the work of Richard Wilkinson and Kate Pickett – The Spirit Level, the JRF, “Why Inequality Matters” and other recent relevant research</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p>Candidates should make reference to any relevant global comparator(s).</p> <p><b>Possible approach to answering the question</b></p> <ul style="list-style-type: none"> <li>• Greater income inequality is associated with a higher prevalence of mental illness and drug-misuse in societies with greater wealth disparity. There is a threefold difference in the proportion of the population suffering from mental illness between more and less equal countries.</li> <li>• According to the Mental Health Foundation, about a quarter of the population will experience some kind of mental health problem in the course of a year, with mixed anxiety and depression the most common mental disorder in Britain. Self-harm statistics for the UK show one of the highest rates in Europe: 400 per 100,000 population.</li> <li>• Studies have shown that physical health is better, levels of trust higher and violence lower in societies where income is more equally distributed.</li> <li>• The “affluenza” virus, according to Oliver James, is a cause of problems in unequal societies. These societies create a set of values which increase vulnerability to emotional distress. Affluent societies place high value on money and possessions, looking good in the eyes of others and a desire to be famous – all of which increase the risk of depression, anxiety and substance misuse.</li> <li>• Alain de Botton claims that anxiety about social status is “a worry so pernicious as to be capable of ruining extended stretches of our lives”.</li> <li>• Robert Frank’s “luxury fever”: as inequality increases and the rich spend more on luxury goods, the desire for the same items moves down the social-class structure. People at the bottom desire the same goods and items, but they are less able to afford them and struggle to keep up with the Jones’.</li> <li>• The use of illegal drugs – such as cocaine, marijuana and heroin – is more common in more unequal societies.</li> <li>• Richard Wilkinson and Kate Pickett found, in their study “The Spirit Level” that the healthiest societies don’t necessarily have more in the way of income, education, or wealth, but what is important is that what they do have is far more equitably shared. David Cameron referring to their work, stating that “The more unequal ones do worse according to almost every quality of life indicator”.</li> <li>• It is important to recognise that countries achieve greater equality in different ways. Japan and Sweden are amongst the most equal countries and they suffer little in the way of health and social problems as a result. They achieve this in very different ways though.</li> <li>• In Sweden, there are big differences in wages and the amount of money that individuals earn, but the system of taxation and welfare benefits helps to redistribute wealth, to ensure less inequality.</li> <li>• In Japan, there are smaller differences between incomes so less redistribution is required.</li> <li>• Britain, meanwhile, is the fourth most unequal country in the developed world.</li> </ul>

Question	Max mark	Detailed Marking Instructions for this question
		<ul style="list-style-type: none"> <li>• Britain is worst when it comes to child welfare compared to 22 other countries, second worst in terms of mental illness and teenage births, third worst for obesity, fourth worst for infant mortality.</li> <li>• The USA, the most unequal country, arguably has the most health and social problems; Japan, the most equal, the least.</li> <li>• Norway, Sweden, Denmark and Finland have the highest rates of social mobility and are amongst the most equal of developed nations.</li> <li>• There are lower imprisonment rates in more equal societies.</li> <li>• In countries with the lowest levels of inequality, trust levels are five times higher and involvement in the community is much higher than in the least equal.</li> <li>• A 2014 report by the Scottish government found that the richest 10% of households in Scotland have 900 times the accumulated wealth of the poorest 10%.</li> <li>• A 2014 report by the Equality Trust Think Tank put the annual cost of inequality to the UK at £622 for every man, woman and child, with a total of £12.5 billion lost through reduced healthy life expectancy.</li> <li>• Some of the most equal countries, according to the Gini coefficient, do still suffer from health and social problems. This is mainly down to the fact that having a generally even distribution of wealth across the population doesn't necessarily mean that they are wealthy nations. Since there is also a clear link between poverty and health/social problems, these countries do not escape from these just because they are equal.</li> </ul> <p><b>Example of an extract from a response that would meet the minimum standard</b></p> <p><i>Unequal wealth distribution is a key factor in causing health and social problems to exist. It is clearly seen when you compare countries like the UK and the USA with many of the Scandinavian nations. The former are quite unequal when it comes to wealth distribution and the latter are amongst the most equal in the world. The Scandinavian nations, for example, have a life expectancy of around 78 for men and 83 for women, which is two-three years better than for Scotland and the UK, and three-four years better than the USA. Other factors, like wealth inequality, may have more influence than overall economic strength of a country in causing social and health problems. In the UK in recent years, the gap between the rich and the poor has increased. Groups like the Equality Trust want political parties to have a policy on inequality, as the belief is that we are currently overlooking wealth inequality as a serious social and economic issue. Many would argue that a more equal UK would experience fewer health and social problems. We would also have higher life expectancy, fewer mental health and general social problems, less crime, fewer problems with substance-misuse and long-term sickness. Added together this would make us a better, happier, healthier society.</i></p> <p>[This extract contains development of a key aspect related to the question, supporting evidence and a reasoned judgement based on the evidence presented.]</p> <p><b>Example of an extract from a response that would be considered high quality</b></p> <p><i>According to a report titled "Why Inequality Matters" by the Centre for Labour and Social Studies, if the UK were more equal we'd all be better off. The experience of more equal countries shows that, if we could reduce inequality by half, then murder rates and obesity would halve as well. Additionally, mental illness would reduce by as much as a third, imprisonment rates and teenage pregnancy would decrease to a fifth and social mobility would improve massively. Increasingly, politicians are recognising the importance of this factor</i></p>

Question	Max mark	Detailed Marking Instructions for this question
		<p><i>too, with Ed Miliband explaining, upon being appointed Labour leader, that “the gap between rich and poor does matter. It doesn’t just harm the poor, it harms us all.” Indeed, in the run up to the 2014 independence referendum, the then First Minister, Alex Salmond, commissioned research looking into the wealth distribution gap in Scotland and said that “our poorest households do not have the income needed to gain the wealth – and security – that comes from owning property or having a private pension. Unless action is taken soon, this cycle of deprivation will continue, with more children continuing to be born into poverty”. A 2014 report by the Equality Trust Think Tank backs this up, suggesting that in a more equal UK, people could expect an extra eight and a half months of healthy life expectancy, while rates of poor mental health could improve by 5%. Thus, reducing the gap between the rich and the poor would have a positive effect on the whole population.</i></p> <p><i>Indeed there is much evidence, from countries where there is more equality that fewer problems exist there than do in the likes of the UK and the USA. In his inaugural speech, President Obama proclaimed that “the nation cannot prosper long when it favours only the prosperous”. However, that’s exactly what has happened, as bankers have made huge profits and bonuses while unemployment reached 15%. Meanwhile, in Scandinavian nations, where wealth is more evenly distributed, there have been far fewer issues along these lines, with unemployment currently sitting at around half that of the USA. Ed Miliband recently made a speech to the Sutton Trust where he sums up nicely the impact of unequal wealth distribution between these countries: “If you are born poor in a more equal society like Finland, Norway or Denmark then you have a better chance of moving into a good job than if you are born poor in the United States. If you want the American dream, go to Finland”. The impact of unequal distribution of wealth is quite clear from this.</i></p> <p>[This extract contains reference to several key aspects related to the question, detailed relevant evidence, analysis leading to synthesis and comparison of key factors.]</p>
13	30	<p><b>“Government attempts to tackle socio-economic inequality have been unsuccessful.” Discuss with reference to the UK/Scotland and any other country/countries you have studied.</b></p> <p><i>Candidates can be credited in a number of ways up to a maximum of 30 marks.</i></p> <p><b>Credit responses that make reference to:</b></p> <ul style="list-style-type: none"> <li>• discussion of Scottish/UK policies regarding inequality</li> <li>• discussion of Scottish/UK levels of inequality and its impact on society or people in society</li> <li>• comparison(s) with another country or countries and their policies regarding inequality</li> <li>• comparison(s) with another country or countries and their levels of inequality and impact on society or people in society</li> <li>• discussion of importance of other factors at play, eg ideology, global economic issues, etc</li> </ul> <p><b>Credit reference to aspects of the following, for example:</b></p>

Question	Max mark	Detailed Marking Instructions for this question
		<ul style="list-style-type: none"> <li>• UK government policies relating to welfare passed or implemented by the current UK government (eg Spare Room Subsidy, ESA, etc)</li> <li>• evaluation of the impact of these upon society as a whole or on specific sectors of society (youth unemployment, disability, gender, etc)</li> <li>• reference to evidence of inequality likely (eg EHRC reports, Joseph Rowntree Foundation, achievability or otherwise of child poverty targets)</li> <li>• other legislation regarding social inequality, eg Equality Act 2012</li> <li>• Scottish government policies such as free prescriptions, free social care, free university places</li> <li>• evaluation of the impact of these upon society within Scotland, eg disputes over whether free university tuition benefits the poorest or not</li> <li>• party political ideological contributing factors (eg Conservatives’ desire to reduce welfare state/build “Big Society”) and/or theoretical contributing factors (promoting individualism, etc), especially when referring to differing views of how a “success” may be judged</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p>Candidates should make reference to any relevant global comparator(s).</p> <p><b>Possible approach to answering the question</b></p> <ul style="list-style-type: none"> <li>• discussion of Scottish/UK policies regarding inequality with comparison(s) with another country or countries and their levels of inequality and impact on society or people in society</li> <li>• the impact of capitalist, free-market (neo-liberal) ideology on inequality</li> <li>• examples to support the above</li> <li>• UK government policies relating to welfare passed or implemented by current UK government (eg Spare Room Subsidy, ESA, etc) and the similarities and distinctions of the Scottish government, eg differing approaches to the bedroom tax/spare room subsidy</li> <li>• analysis of unemployment, employment, income distribution, etc</li> <li>• reference to official studies and reports, eg JRF</li> <li>• comparison with other country or countries and their social inequality and impact of this, eg social reforms in USA such as Affordable Care Act, No Child Left Behind, etc – impact of legislation upon inequality, considerable current controversy over these issues</li> <li>• social reforms there such as welfare state restructuring including limited healthcare payments, “choice” in pension contributions and schooling and also controversies such as 1.2% poverty rate (beneath 8.8% for EU average) yet riots in 2013</li> <li>• references to study The Spirit Level and comparisons with Nordic states</li> <li>• other factors, eg the credit crunch and subsequent depression</li> </ul> <p><b>Example of an extract from a response that would achieve approximately half marks</b></p> <p><i>Successive governments have tried to deal with social mobility. In the UK, the current government commissioned a report into this, which concluded that governments in the UK were overly concerned with short-term solutions and that the UK was becoming less and less socially mobile. The report said that the UK was on track to being more like the less equal USA.</i></p> <p><i>It is generally agreed that education is a key focus for social mobility, and this can be seen in action when the different Scottish and English approaches to</i></p>

Question	Max mark	Detailed Marking Instructions for this question
		<p>higher education are examined. Critics such as the Labour Party have argued that no tuition fees in Scotland simply benefits the middle classes, as it reduces the funding and political impetus to provide support for the less well-off, to ensure fees are paid for those who may be able to afford them anyway. On the other hand, the introduction of fees up to £9,000 per year in England may also put off less well-off students and be a barrier to aspiration, thus limiting social mobility. The contrast with the United States – where Ivy League colleges can charge over £30,000 per year and the government’s Federal Student Aid Programme is very limited – is clear, with the fear that the UK may eventually go down the road of the kinds of greater inequalities suffered by the US. The importance of education is also reflected at school level, with the current Conservative/Liberal Democrat UK government having introduced an emphasis on greater parental choice by creating a Swedish-style set of “free schools” in England. However, even in the generally more equal Sweden, the free schools system is still difficult to judge.</p> <p>[This extract contains development of a key aspect related to the question, supporting evidence and a comparison of key factors.]</p> <p><b>Example of an extract from a response that would be considered high quality</b>  Further to policies dealing with the welfare state, government policy can also be turned towards dealing with more endemic, or structural, issues of social inequality such as education.</p> <p>Social mobility, the opportunity for people to move within social strata generally according to their ability, has been described as “deep-rooted” by the UK government’s social mobility adviser, Alan Milburn. Former Labour minister Milburn drew attention in 2013 to wage inequality and described most political parties’ attempts to deal with failing social mobility as “short-termism”. He particularly drew attention to better spending on childcare and the importance of education, and maintained that a small, privately-educated “elite” tends to dominate law, politics, business, industry and the professions.</p> <p>There is little doubt, however, that the link between governments’ policies on education and social inequality starts earlier than higher education. Much of New Labour’s energies in this respect reflected a structuralist approach in their setting up in the late 1990s of the Sure Start programme, which sought to provide a range of support mechanisms for parents and children from birth onwards, especially in areas of multiple deprivation. Although the scheme has been praised, doubts continue to be expressed about its effectiveness, in much the same way that critics debate the effectiveness of the much older Head Start scheme in the USA.</p> <p>The arrival of the coalition government in 2010 saw Sure Start continuing in parts of the UK, but only where local councils chose to do so. Instead, an ideological shift away from a so-called “nanny state” emphasised the importance of parental choice and the ethos of the private sector. In this respect, the UK government studied the approach of Sweden with its system of “free schools” which allowed for parental choice and private sector involvement, with the then-UK Education Secretary Michael Gove stating that this new policy would see state school pupils in England (where free schools would be set up) benefitting from the approach taken by the private sector, and thus improving state educated pupils’ grades and, presumably, facilitating greater social mobility.</p>



Question	Max mark	Detailed Marking Instructions for this question
		<p><i>However, despite this perhaps surprising sight of the Conservatives favourably appraising welfare policies of the Swedes, or the “education voucher” approach of the Danes, critics have argued that free schools will simply target the pupils from existing better-off backgrounds anyway, thus not contributing to social mobility. As studies of the Nordic states such as “The Spirit Level” show, there are already lower rates of inequality in these states anyway and education does not stand alone. The ability of free schools to do this is in doubt in itself, as articulated by the former Swedish education minister. With considerable disputes over such a highly politically charged arena as education, it is clear that at all levels, from nursery to higher education, governments are constantly changing and enacting policies, the impact of which upon social mobility can be described as “mixed”, at best.</i></p> <p>[This extract contains reference to several key aspects related to the question, detailed relevant evidence, analysis leading to synthesis, comparison of key factors and a judgment based on evidence presented.]</p>
14	15	<p>You are researching the issue of the domination of Britain’s top professions by the privately educated. To what extent are semi-structured interviews a more appropriate research method than focus groups for researching this issue? In your answer you should make reference to relevant examples.</p> <p><i>Candidates can be credited in a number of ways up to a maximum of 15 marks.</i></p> <p><b>Expect reference to the following in critical evaluation of semi-structured interviews:</b></p> <p><i>Semi-structured interviews may be appropriate because:</i></p> <ul style="list-style-type: none"> <li>• Allows researchers to establish “verstehen”: understanding from the perspective of the interviewee.</li> <li>• Question “scripts” or lists (interview guides) ensure a degree of similarity in the questions asked to each respondent, keeping results more reliable.</li> <li>• Qualitative interviewing is focused on the interviewee’s point of view rather than the researcher’s concerns, thus reducing interviewer bias.</li> <li>• Respondents’ views of the world, attitudes, motivations, feelings and emotions can be explored.</li> <li>• Concepts and wording of questions can be clarified to ensure understanding – reducing the risk of the researcher’s views being imposed.</li> <li>• Several interviews may be carried out with respondents, building on the trust established between interviewer and interviewee. (In closed question structured interviews this would not be the case as it would invalidate the results.)</li> </ul> <p><i>Semi-structured interviews may be less appropriate because:</i></p> <ul style="list-style-type: none"> <li>• Information gained may be untrustworthy – based on respondents lying, forgetting or being ignorant of the issue in question.</li> <li>• Interviewer presence (if viewed as unfriendly) may influence or limit interviewees’ responses.</li> <li>• Interviewer presence may lead to “interviewer bias” – consciously or unconsciously directing interviewees to a certain type of response.</li> <li>• Interviews are unnatural social situations (ecological validity) which will always affect the behaviour of interviewees.</li> <li>• Interviewee accounts lack the rigour of scientific research such as subjective observation by the researcher – data is potentially untrustworthy.</li> </ul>

Question	Max mark	Detailed Marking Instructions for this question
		<ul style="list-style-type: none"> <li>• Interviewees are not representative of the general population, so researchers are unable to extrapolate generalisations about public opinion.</li> <li>• Publication of the interviewees’ emotions may be a risk for them</li> <li>• Interviewees must be clear about how confidential their responses would be.</li> </ul> <p><b>Alternative research methods which could be considered and evaluated</b> Expect consideration and evaluation of one or more of the following alternative qualitative research methods:</p> <ul style="list-style-type: none"> <li>• surveys/questionnaires</li> <li>• unstructured/structured interviews</li> <li>• focus groups</li> <li>• official documents and reports, eg from UK government’s Social Mobility and Child Poverty (SMCP) reports or “Higher Education: the Fair Access Challenge”</li> <li>• independent organisations’ reports, eg the Sutton Trust, the Rowntree Foundation, Child Poverty Action Group</li> </ul> <p><i>Credit can be given for any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p><b>Example of an extract from a response that would meet the minimum standard</b> <i>Access to “experts” or those with experience of the issue may be difficult due to their professional commitments. When approaching academics to carry out my dissertation I found that many declined to be interviewed due to their heavy work commitments. A more reliable quantity may be obtained by sending a questionnaire which can be filled in at a time which suits the professional. For this topic, semi-structured interviews are ethically risky. Both interviewers and interviewees may be biased as they can only discuss the issue from their perspective and experience. Those who have benefited from having been privately educated will be less likely to be critical of the education system and how it creates inequality. Likewise, researchers may also have prejudices towards private education which may affect their questions and their interpretation of answers provided by interviewees. When transcribing the interview, researchers may omit key points that disagree with their hypothesis and views.</i></p> <p>[This extract contains two points of evaluation with supporting evidence.]</p> <p><b>Example of an extract from a response that would be considered high quality</b> <i>Semi structured interviews can be used to target and interview groups who would not normally consent to being the subject of research. For example, the factor of class, which is at the root of this issue of domination of the top professions by the privately educated, is likely to see those from the lower social classes or under-classes self-exclude themselves from normal, quantitative research such as surveys and questionnaires. Interviews of individuals within social classes D and E may provide insights which the researcher hasn’t thought of or experienced to explain why so few individuals from these backgrounds enter the top professions. In-depth interviews can be used to establish life histories or oral histories which provide detailed insights about how the respondents view the issue. Nevertheless, despite several benefits, semi-structured interviews are only as reliable and valid as the qualities possessed by the interviewer. Kvale (1996) set out a list of criteria or personal qualities that a successful interviewer should possess. These included being knowledgeable on the subject, clear in questioning by avoiding jargon and remembering and interpreting what interviewees say without imposing meaning on them.</i></p>

Question	Max mark	Detailed Marking Instructions for this question
		<p><i>Fundamental mistakes are likely to be made by inexperienced interviewers, as Roulston et al (2003) point out, including allowing their own bias to come through in their write-ups and finding transcription difficult and time-consuming which can lead to errors and invalidate findings.</i></p> <p><i>In comparison, using focus-groups as a research method has many of the advantages of the semi-structured interview in that it produces qualitative data and may throw up information that the researcher has not considered, leading to new or additional hypotheses. According to Kitzinger, using focus groups enables the researcher to examine people's different perspectives as they operate within a social network. Additionally, focus groups are more efficient, less time-consuming and potentially less costly than conducting face-to-face or telephone interviews, which are likely to be the approaches used in semi-structured interviews.</i></p> <p><i>Although an appropriate method to gather information on the domination of Britain's top professions by the privately educated, semi-structured interviews may benefit from being supplemented by secondary research such as official statistics. Official statistics offer quantitative data which may be used to support research conclusions or, alternatively, as a basis to show their limitations and justify why deeper, more qualitative research is needed. Several organisations produce reports into class, mobility and poverty, including the UK government's Social Mobility and Child Poverty (SMCP) reports and the Milburn report on social mobility "Higher Education: the Fair Access Challenge" (2014). Official reports offer the advantage of being easily accessible and free, saving the researcher time and money. They will also have been conducted by experienced researchers using academically sound and robust methodologies. However, a researcher will need to use them with caution as they may not have been designed to measure the issue which the researcher is interested in and, as Marxists argue, they may be invalid for measuring what they refer to and instead be better for studying the dominant group who produced them.</i></p> <p>[This extract contains detailed and balanced evaluation of the appropriateness of one method with detailed analysis and synthesis of relevant exemplification and includes consideration of an alternative method.]</p>
15	15	<p><b>To what extent can the Source C be considered trustworthy?</b></p> <p><i>Candidates can be credited in a number of ways up to a maximum of 15 marks.</i></p> <p><b>Credit evaluation of the consequences of the following in critical evaluation of the source:</b></p> <ul style="list-style-type: none"> <li>• The author's background is cited; potential bias indicated.</li> <li>• Newspapers and magazines reflect proprietary bias and have no legal obligation to be impartial or balanced.</li> <li>• Date of publication.</li> <li>• The article references views of credible institutions – Oxfam, IMF.</li> <li>• Comment on independent and reliability of views of an interest group such as the Equality Trust.</li> <li>• Article's tone and content.</li> </ul>

Question	Max mark	Detailed Marking Instructions for this question
		<ul style="list-style-type: none"> <li>• Inclusion or lack of supporting figures and empirical evidence.</li> <li>• Political leanings of The New Statesman.</li> <li>• Veracity of adapted sources.</li> <li>• Article website address easily allows further research.</li> <li>• Specific issues about the source which support or detract from its validity.</li> </ul> <p><i>Any other valid point that meets the criteria described in the general marking principles for this kind of question.</i></p> <p><b>Possible approach to answering the question:</b></p> <p><i>Arguments that the source is valid and/or reliable</i></p> <ul style="list-style-type: none"> <li>• Oxfam is a reputable, international charity that campaigns, researches and attempts to eradicate poverty and injustice.</li> <li>• It is a contemporary source.</li> <li>• Citation of OECD (Organisation for Economic Cooperative Development), a reputable international economic organisation.</li> <li>• The Equality Trust is linked to reputed academics Wilkinson and Pickett, authors of “The Spirit Level”.</li> <li>• Source content refers to recognised issues associated with inequality.</li> <li>• Website reference allows researcher to vouch for authenticity of the article.</li> </ul> <p><i>Arguments that the source’s validity and/or reliability are questionable</i></p> <ul style="list-style-type: none"> <li>• The New Statesman’s impartiality is questionable as it is a left-leaning, pro-Labour (Blairite) publication.</li> <li>• Article is an adapted, edited version – original article would be required to fully determine trustworthiness.</li> <li>• Equality Trust, questionable objectivity of a campaign group.</li> <li>• Wilkinson &amp; Pickett, authors of “The Spirit Level” argue for reform of capitalism.</li> <li>• Duncan Exley’s purpose is clearly an anti-cuts agenda, arguably anti-coalition (potentially anti-Conservative/anti-Liberal Democrat).</li> <li>• Figures cited on cost of inequality (£622 per person) are questionable without source or citation.</li> <li>• Figures referred to, are an “estimate” – would need to know what calculations this estimate was based on to determine if it is a reliable figure.</li> <li>• Source lacks alternative views to those associated with “collectivist” solutions.</li> </ul> <p><b>Example of an extract from a response that would meet the minimum standard</b>  <i>The source also draws on evidence from reliable, international organisations, Oxfam and the OECD, who have expertise in poverty and economic issues which are relevant to the issue of social inequality. As a Director of an equality organisation, Duncan Exley is likely to be an expert on the issue of poverty and inequality, therefore his views can be trusted to an extent as he will be well informed and educated on these issues. The source accurately refers to issues linked to poverty such as lower life expectancy, mental health problems, obesity and high rates of crime. However, the author may be biased as the Equality Trust is a group campaigning for reform of approaches to tackling inequality and poverty. The article’s title – “How inequality is costing billions” – is clearly one-sided and is deliberately written to convince the reader to be opposed to inequality and in favour of the living wage and taxes that will reduce the gap between rich and poor.</i></p>

Question	Max mark	Detailed Marking Instructions for this question
		<p>[This extract contains two relevant points of evaluation with balanced evaluation of one factor and supporting evidence drawn from the source.]</p> <p><b>Example of an extract from a response that would be considered high quality</b>  <i>A researcher would have to question the trustworthiness of the above source. Although there are aspects of the source which can be viewed as reliable and valid, there are issues relating to the author's impartiality and purpose. Although the New Statesmen is a notable political publication it has a clear link to left-wing values and is clearly in favour of more collectivist approaches to inequality and lacks any consideration of the individualist arguments for inequality. The article was written in March 2014 and is relatively up-to-date and was written at the time when issues of growing inequality and poverty were an issue in the UK. However, it has been written at a time of Coalition government austerity cuts and is clearly attempting to make an argument against them. It could therefore be argued that the source has a political agenda, is anti-Coalition and has limited trustworthiness to a researcher without access to alternative views and information. Duncan Exley's (the author of the article) objectivity is also questionable as he is a director of an equality campaign group and is unlikely to promote views which run counter to his organisation's aim to redistribute wealth and lower inequality between rich and poor. The author and the origin of the article, the New Statesman, may also have a pro-Labour bias. Overall, this source's trustworthiness is limited due to issues of the author's lack of objectivity, political purpose and the one-sidedness of the information presented.</i></p> <p>[This extract contains detailed evaluation and analysis of the trustworthiness of the source with supporting evidence drawn from the source and knowledge of the methodology and context of the issue.]</p>

[END OF SPECIMEN MARKING INSTRUCTIONS]

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**Change since last published:**

Marking grids and associated text updated