



Modern Studies Higher: question paper 1

**Commentary on candidate
evidence**

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The candidate evidence has achieved the following marks for each question of this question paper.

Candidate 1

Question 1b

Analyse the ability of any one electoral system used in the UK to provide fair representation. 12 marks

In paragraph 1 the candidate states that they are looking at Additional Member System (AMS). The next sentence provides an accurate (if slightly unclear) description on the First Past the Post (FPTP) element of AMS and was awarded **1 knowledge mark** for this. In the next sentence there is an accurate description on the party list element of AMS which gains another **1 knowledge mark**. In the next part of the paragraph the candidate analyses the fairness of this system gaining **1 analysis mark**. The candidate completes the paragraph with an example, gaining a further **1 knowledge mark**.

In paragraph 2 the candidate directly compares FPTP to AMS and continues this analysis/comparison throughout the paragraph. FPTP is not simply being considered in isolation but is being used as part of the candidate's analysis of AMS. The combination of the first two sentences and the explanation/comparison of AMS and FPTP gained the candidate **1 knowledge** and **1 analysis mark**. The candidate gained a further **2 knowledge marks** for the remainder of the paragraph.

In paragraph 3 the candidate directly compares Single Transferable Vote (STV) to AMS and continues this analysis/comparison throughout the paragraph. STV is not simply being considered in isolation but is being used as part of the candidate's analysis of AMS. The candidate then compares AMS to STV. The first two sentences of the paragraph gain **1 analysis mark**. The candidate finishes the paragraph with a final piece of analysis in the final sentence, gaining **1 analysis mark**.

Overall marks for this question:

Knowledge marks: 6

Analysis marks: 4

Total mark: 10/12

Question 2c

Collectivism and not individualism is the best approach to deal with social inequality. **20 marks**

In the first paragraph the candidate sets the scene and discusses the historic setting up of the Welfare State and then the Conservative approach on individual responsibility. Although this may look dated, it does provide knowledge of individualist ideology in the UK and gained **1 knowledge mark**. The final two sentences provide a clear line of argument and give brief detail on the candidate's plan for the rest of the response. Although no structure marks are awarded yet, these sentences 'open up' the potential for both structure marks to be awarded later.

In paragraph 2 the candidate focusses on education. They deal with the 'debate' between collectivism and individualism in an 'issue-by-issue' structure. In the first three sentences of the paragraph the candidate gives some brief but relevant knowledge of state education and goes on to discuss the implications for individual employment chances. This section was awarded **1 knowledge mark** and **1 analysis mark**. They then go on to discuss the negative implications if this was not the case, gaining **1 analysis mark**.

The candidate then discusses the individualist approach; the two sentences which begin 'The individualistic approach' and 'Overall' gain **1 evaluation mark** in total as they make and justify a judgement that collectivism is the best approach. The candidate discusses in detail the further implications of having education for all in the remainder of the paragraph, gaining **1 analysis mark**.

In paragraph 3 the candidate goes on to discuss housing. They start with a detailed description of social housing and the first two sentences gained **1 knowledge mark**. The candidate goes on to explain the implications of the individualist approach and although this may seem dated, the 'Right to Buy' was only abolished in Scotland in 2015 and its impact is still important. This gained **1 analysis mark**. The candidate then further explains the negative implications of 'Right to Buy' on housing stock, gaining **1 analysis mark**. The candidate then discusses the collectivist approach in the sentence beginning 'This is why ...' gaining **1 analysis mark**. The candidate completes the paragraph explaining why they believe the collective approach is most effective, gaining **1 evaluation mark** for their judgement on the best approach.

In paragraph 4 the candidate discusses healthcare. In the second sentence of the paragraph the candidate provides relevant knowledge around the universal principle of the NHS, gaining **1 knowledge mark**. The candidate goes on to explain the positive implications of this approach as opposed to a more individualistic approach, gaining **1 analysis mark**. The candidate further explains the negative implications of private healthcare on the 'inequality gap', gaining **1 analysis mark**. The candidate describes further the role of the NHS in the next sentence, gaining **1 knowledge mark**. The candidate completes the paragraph by justifying why a collective approach is most effective, gaining **1 evaluation mark** for their judgement on the best approach.

In paragraph 5 the candidate discusses transport. In the first four sentences of the paragraph the collective and individualist views are compared, gaining **1 analysis mark**. The candidate then goes on to explain the positive implications of the collectivist approach, gaining **1 analysis mark**. In the next three sentences the candidate further explains the positive implications of public transport gaining **2 analysis marks**. The candidate completes the paragraph with an evaluative comment gaining **1 evaluation mark** for their judgement on the best approach.

The final, overall conclusion confirms a clear and consistent line of argument and secures **2 structure marks**.

At this stage the candidate has gained 5 knowledge, 12 analysis, (some of which will be awarded as knowledge marks), 4 evaluation and 2 structure marks. Obviously, this exceeds the marks available for this question, so the marks are capped at 20. The candidate then carries on with a further two paragraphs and if they were to contribute to the candidate's overall mark, they would achieve the following:

In paragraph 6 the candidate discusses public utilities. They start with a detailed discussion of the role of public utilities, the first six lines of the paragraph would gain **2 analysis marks**. The candidate goes on to describe the impact of covid on fuel which would gain **1 knowledge mark**. The candidate then discusses the collectivist approach with the next three sentences, which would gain **1 analysis mark**. The candidate completes the paragraph with an overall judgement and would be awarded **1 evaluation mark**.

In paragraph 7 the candidate gives a conclusion that reaches a decision following a coherent line of argument that comes to a judgement on collectivism being best approach to inequality. **This gains 1 evaluation mark** and 'opens up' both structure marks.

Overall marks for this question:

Knowledge marks: 8

Analysis marks: 6

Evaluation marks: 4

Structure marks: 2

Total mark: 20/20

Question 3a

To what extent are there opportunities for citizens to successfully influence government decision-making? 20 marks

In paragraph 1 the candidate sets the scene but gains no marks. The final two sentences of the introductory paragraph identify the candidate's intended line of argument and the content they intend to discuss, opening up the possibility of structure marks, but no marks are allocated to the opening paragraph.

In paragraph 2 the candidate states the first factor which is that citizens can vote. The candidate gains **2 knowledge marks** for a description of the levels at which US citizens can vote, rights under the constitution and why voting creates influence. The candidate then goes on to discuss limitations of voting on influencing government, gaining **1 analysis mark**. The next sentence (beginning 'This limits ...') is repetition so no marks were awarded. The candidate concludes the paragraph with an evaluation of the effectiveness of voting in influencing government, gaining **1 evaluation mark**.

In paragraph 3 the candidate states the next factor which is that citizens have the right to protest. The candidate gains **2 knowledge marks** in the first four sentences of the paragraph for a detailed description of the first amendment, how citizens protest and an example of BLM protests. The candidate then goes on to show limitations of protest on influencing government, gaining **1 analysis mark**, giving an example of protestors not getting their way. (At the time of writing, this was correct information.) The candidate concludes the paragraph by making a judgement on the effectiveness of protesting. They link back to the question with extended and detailed judgements gaining **2 evaluation marks**.

In paragraph 4 the candidate states the next factor which is donating to a political campaign. The candidate provides a detailed description of how US citizens can participate in campaigns with an example of Bernie Sanders. Taken together, the first three sentences of the paragraph gain **2 knowledge and 1 analysis marks**. The candidate then goes on to describe the impact of super PACs, gaining **1 analysis mark** for showing limitations for individual citizens on influencing government. In the next sentence the candidate goes on to discuss the influence of the PACs compared to individual citizens, gaining another **1 analysis mark**. The candidate concludes the paragraph by judging the effectiveness of the PACs v individual citizens, gaining **1 evaluation mark**.

In paragraph 4 the candidate gives an overall conclusion. This is mostly repetition of earlier points, but they draw a broad conclusion in the last sentence gaining **1 evaluation mark** and this overall conclusion, which follows a coherent line of argument opens **2 structure marks**.

Overall marks for this question:

Knowledge marks: 6

Analysis marks: 5

Evaluation marks: 5

Structure marks: 2

Total mark: 18/20

Overall, this candidate was awarded **48/52 marks** for this question paper.

Candidate 2

Question 1c

Evaluate the view that social class is still a major influence on voting behaviour. 12 marks

In paragraph 1 the candidate gives a scene-setting introduction, listing the intended content. This is not required in 12-mark responses, but many candidates find it useful. No marks were awarded.

The candidate was awarded **1 knowledge mark** for the second paragraph. Although the candidate refers to 'upper class' and was a little confused, the understanding of differences in turnout merited credit.

The candidate was awarded no credit for the third paragraph. They give a detailed account of social media but deals with it in isolation, at no time referring to or comparing social media to social class. Candidates must relate their response back to the question or compare it with social class.

The candidate was awarded no marks for the fourth paragraph. The candidate discusses party political broadcasts as an influence on voting behaviour, in isolation. To gain any marks in this paragraph the candidate must relate their response back to the question or compare it with social class.

The candidate was awarded no marks for the fifth paragraph. The candidate discusses influence of newspapers on voting behaviour in isolation. To gain any marks in this paragraph the candidate must relate their response back to the question or compare it with social class.

In paragraph 6 the candidate draws a conclusion at the end but was awarded no marks.

Overall marks for this question:

Knowledge marks: 1

Evaluation marks: 0

Total mark: 1/12

Question 2a

There are many reasons why inequalities in health exist. Discuss

20 marks

In paragraph 1 the candidate introduces a vague line of argument and provides a list of potential factors to be discussed. This may contribute to structure marks later but, in isolation, was awarded no marks.

The candidate's opening line in paragraph 2: 'smoking is the most prevalent cause of cancer at 50% and linking to 12 different cancers' is further developed in the same paragraph where the candidate says, 'smoking can lead to 12 different

cancers including lung cancer and throat cancer'. These two sentences together were awarded **1 knowledge mark**. From the third line of this paragraph the candidate compares smoking in the most deprived and least deprived areas and was awarded a **1 knowledge mark**. **1 analysis mark** was awarded for the sentence starting 'Many people in poverty smoke ...' (Lines 6 to 9 of the paragraph). The candidate then discusses the outcomes of smoking, impact on the NHS, number of deaths etc and was awarded **1 knowledge mark**. From 'This shows...' to the end of the paragraph, the candidate was awarded **1 evaluation mark**.

In paragraph 3 the candidate was awarded **1 knowledge mark** for stating that 'Scotland has the highest drug rate in Europe'. The next sentence is too simplistic on its own to merit credit, however **1 analysis mark** was awarded for the sentence beginning 'Like smoking, people in poverty...', on the seventh line of the paragraph. A further **1 knowledge mark** was awarded for 'Alcohol is linked to 3% of cancers...liver cancer etc.' The next line on the NRC report is awarded no marks as it is inaccurate. A further **1 analysis mark** is awarded for the sentence beginning 'All social classes excess drink' and finishing 'excess drinking.' The last sentence beginning, 'Although the government has made changes' was awarded **1 knowledge mark** as the candidate provides additional information on alcohol consumption rather than analysing alcohol consumption as a cause of health inequalities.

In paragraph 4 the candidate discusses diet. **1 knowledge mark** was awarded for the second sentence, 'The UK are amongst the highest countries in Europe when it comes to poor diets and obesity.' The next sentence beginning, 'All classes...' was awarded **1 knowledge mark**. The sentence beginning, 'Bad diet' and ending 'heart cancer' was awarded **1 analysis mark**. However, the last sentence was awarded zero marks as the information is inaccurate.

In paragraph 5 the candidate was awarded **1 evaluation mark**. The candidate was awarded the **2 structure marks** as they clarified the issue, presented evidence and developed a clear line of argument.

Overall marks for this question:

Knowledge marks: 8

Analysis marks: 4

Evaluation marks: 2

Structure marks: 2

Total mark: 16/20

Question 3d

To what extent are the causes of the issue economic? 20 marks

In paragraph 1 the candidate introduces the line of argument that may contribute to structure marks but in isolation it does not gain any marks.

From the beginning of paragraph 2, 'One economic factor...' to 'help them fight underdevelopment', the candidate was awarded **1 knowledge mark** and **1 analysis mark**. A further **1 knowledge mark** was awarded at the bottom of the page for the sentence beginning 'In Zimbabwe...' and ending '5% of tariffs.' The next sentence which begins, 'This is unfair...' was not awarded any marks as the candidate had already been given marks for a similar comment earlier in the response. **1 evaluation mark** was awarded for the final sentence of the paragraph.

In paragraph 3 the candidate discusses health and was awarded **1 knowledge mark** for 'Many life-threatening diseases exist...HIV/Aids at 27.2%' on line 7 of the paragraph. The remainder of the paragraph receives no further marks as it is factually inaccurate.

The next paragraph focuses on malaria and **1 knowledge mark** was awarded for the opening sentence 'Malaria is another reason...highest percentage of deaths at 11%'. From 'Malaria has a huge drain' down to 'underdeveloped' on the fourth last line of the paragraph was awarded **1 analysis mark**. The candidate was then awarded **1 evaluation mark** from '...as they are having to spend huge amounts...' to the end of the paragraph.

In paragraph 5 the candidate discusses conflict, and **1 knowledge mark** was awarded for the first six lines of the paragraph. A further **1 knowledge mark** was awarded from 'A study completed found...' to '30 years of development'. A further **1 analysis mark** was awarded when the candidate states 'this is another reason Africa is stuck in the cycle of underdevelopment'. The candidate then goes onto discuss South Sudan providing information worth **1 knowledge mark**. The evaluative comments in the final sentence of the paragraph were awarded **1 evaluation mark**.

1 evaluation mark was awarded for the concluding paragraph.

The candidate was awarded the **2 structure** marks as they clarified the issue, presented evidence and developed a clear line of argument.

Overall marks for question:

Knowledge marks: 7

Analysis marks: 3

Evaluation marks: 4

Structure marks: 2

Total mark: 16/20

Overall, this candidate was awarded **33/52 marks** for this question paper.

Candidate 3

Question 1b

Analyse the ability of any one electoral system used in the UK to provide fair representation. 12 marks

From the start of the first paragraph until 'as the BUP' the candidate tries to explain why FPTP has disadvantaged the BUP. However, it was not FPTP that stopped the BUP, but a lack of votes. No marks were awarded as the intricacies of the system did not disadvantage the BUP.

In the second half of the paragraph the point already raised regarding the difficulty for small parties is developed and is well exemplified. This point was correct and the 900,000/1.2 million statistics are correct and appropriate. This gained **1 knowledge and 1 analysis mark**.

In the second paragraph the explanations of 'local' and 'clear winner' are too simplistic and the example wrong, so no marks were awarded.

From the start of the sentence which begins, 'Therefore this shows...' to the end of the paragraph, the candidate gains no further marks as the answer was confused.

In paragraph 3 no marks were awarded for 'easier' or for 'majority by the public'. The second half of the paragraph was also confusing and gains no marks.

The final paragraph repeats two earlier points but adds nothing to the answer and receives no marks.

Overall marks for this question:

Knowledge marks: 1

Analysis marks: 1

Total marks: 2/12

Question 3d

To what extent are the causes of the issue mainly economic?

20 marks

In the first paragraph the candidate sets the scene and gives brief information about points perhaps to be included later. This may contribute to structure marks.

From the start of the second paragraph to 'because of their situation', the candidate identifies poverty as an economic issue dragging some people in to terrorist activity. This was awarded **1 knowledge mark**.

In the remainder of this paragraph, the candidate attempts to analyse this point by stating that all poor people do not become terrorists. This was not awarded any marks as it is overly simplistic.

A similar pattern was followed in the third paragraph. From the start of the paragraph down to 'justify their attacks', **1 knowledge mark** was awarded.

From 'However, not every...' to 'is a terrorist', the response is confused and gains no marks. The final sentence of the paragraph was awarded **1 evaluation mark** as the candidate tries to make a judgement and links religious belief and money and makes an evaluative comment.

From the start of the fourth paragraph to 'with an attack' the candidate identifies ideology as a cause and develops this point, gaining **1 knowledge mark**.

In the next five lines: 'For example' to 'terror actions' a relevant, recent example is given and, although the date is wrong, the candidate has displayed enough knowledge of the incident to be awarded another **1 knowledge mark**.

In the remainder of this paragraph the candidate tries to compare a peaceful political movement which did not turn to violence in order to show that political beliefs are not important in causing terrorism. This point did not develop the argument and no further marks were awarded.

The first three sentences of the fifth paragraph were awarded **1 knowledge mark** and **1 analysis mark** as the candidate shows that political instability has allowed terrorism to flourish and provides exemplification.

The remainder of this paragraph does not contain any clearly explained/relevant information and was awarded no further marks.

The final three lines of the response were not awarded any marks.

1 mark was awarded for structure.

Overall marks for this question:

Knowledge marks: 5

Analysis marks: 1

Evaluation marks: 1

Structure marks: 1

Total marks: 8/20

Question 2f

**Crime has a significant social and economic impact on wider society.
Discuss**

20 marks

In the first paragraph the candidate tries to outline the points to be made later in the response. No marks were awarded for this paragraph.

From the start of the second paragraph to 'issues of no work' the candidate tries to show the impact of crime on a specific community and correctly states that

poorer communities tend to suffer most from crime. **1 analysis mark** was gained. The statistic is incorrect and gains no further marks.

The pattern of previous answers was then followed, ie the candidate argues that not all poor people are criminals. The candidate gains no credit as it seems that they have attempted to turn the question into a causes of crime question rather than a question on crime's impact.

Overall marks for this question:

Knowledge marks: 0

Analysis marks: 1

Evaluation marks: 0

Structure marks: 0

Total marks: 1/20

Overall, this candidate was awarded **11/52 marks** for this question paper.

Candidate 4

Question 1b

Analyse the ability of any one electoral system used in the UK to provide fair representation. 12 marks

In the first paragraph the candidate simply sets the scene by saying they will be discussing FPTP. No marks were awarded.

The first two sentences of the second paragraph are a vague, inaccurate description and gain no marks. The remainder of the paragraph (and the added paragraph which appears at the end of the candidate's evidence), when taken together, were awarded **1 knowledge mark** and **1 analysis mark**.

In paragraph 3 the candidate moves on to STV and gives a vague and inaccurate description and comparison of the two systems. No marks were awarded for this paragraph.

The final paragraph does not gain any marks.

Overall marks for this question:

Knowledge marks: 1

Analysis marks: 1

Total mark: 2/12

Question 2a

There are many reasons why inequalities in health exist. Discuss. 20 marks

The opening paragraph sets the scene, giving a hint about what will be covered later. No marks were awarded but the paragraph may open structure marks later in the response.

In paragraph 2 the candidate makes the statement: 'Health inequalities are prominent in poorer areas with low-income families' gaining **1 knowledge mark**. The next part of the response was a description of absolute/relative poverty, but the candidate makes no attempt to link this to the question, so no marks were awarded. The candidate does state that 'if an individual lives in poverty they are more likely to suffer from health inequalities as they won't be able to afford healthy nutritious meals', which is an attempt to show a consequence of poverty or a link between poverty, diet and ill health and so gained **1 analysis mark**. The next sentence was about a policy and not linked to the question, so no marks were awarded.

The first four sentences of the third paragraph are a simplistic description of the gender pay gap and its link to poverty among women and therefore, to ill health. Taken together, this gained **1 knowledge mark**. In the remainder of the

paragraph the candidate discusses ethnic minorities and the implications of poverty on living conditions, gaining **1 analysis mark**.

In paragraph 4 the candidate goes on to discuss the cost of living and includes brief information on some government policies. When combined with the last sentence in the conclusion, this paragraph was awarded **1 analysis mark**.

The concluding paragraph, although weak, shows a basic line of argument, gaining **1 structure mark**.

Overall marks for this question:

Knowledge marks: 2

Analysis marks: 3

Structure marks: 1

Total mark: 6/20

Question 3a

To what extent are there opportunities for citizens to successfully influence government decision-making? 20 marks

The first paragraph sets the scene by listing the ways that influence may happen. There is also a hint at a potential line of argument, eg there are ways to influence government – voting and protesting being quite influential. No marks were awarded for this paragraph in isolation.

In paragraph 2 the candidate describes the issue of abortion and how people may protest, gaining **1 knowledge mark**. The next sentence was vague, but the candidate describes further the BLM protests, gaining **1 knowledge mark**. The next sentence was an attempt to analyse consequences of protest in terms of government decision making and so gained **1 analysis mark**. The remainder of the paragraph simply repeats the same point and gains no more marks.

In the third paragraph the candidate discusses voting as a method of influencing government. The first sentence is vague and was awarded no marks. The candidate then discusses how voting can influence candidates and from 'Many leaders' to the end of the paragraph, they look specifically at Obama and how his second term was influenced by the electorate's views. This gained **1 knowledge mark** for the example of Obama and **1 analysis mark** for showing the implications of voters' influence.

In paragraph 4 the candidate identifies joining a party as a way to influence government. Although much of this paragraph is vague it was, when considered as a whole, awarded **1 knowledge mark**.

The candidate makes an overall conclusion. A basic judgement is made, gaining **1 evaluation mark** and although the line of argument is vague, this does allow for **1 structure mark** to be awarded.

Overall marks for this question:

Knowledge marks: 4

Analysis marks: 2

Evaluation marks: 1

Structure marks: 1

Total mark 8/20

Overall, this candidate was awarded **16/52 marks** for this question paper.