

Commentary on candidate evidence

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

Candidate 1

Question 1(d)

Evaluate the influence of age on voting behaviour. (12 marks)

The candidate, unfortunately, adopted a 'silo' approach to this question in which they present three unlinked paragraphs that deal with age, social class and a hybrid last paragraph that discusses the influence of single-issue voting and party leader image.

The question's focus was age, so candidates had to address age in their response. When there is no clear attempt to link age to other factors, only the 'age' section can be credited in a candidate's response.

In paragraph 1 the candidate discusses the influence of age on voting behaviour.

The candidate achieved the following marks:

- ◆ In the first three lines, from 'Evidence to support ...less likely to vote Labour' – **1 knowledge mark awarded.**
- ◆ The next sentence, 'For example ...18-24 voted Labour' –**1 knowledge mark awarded.**
- ◆ From 'This is significant' to 'are to vote Labour' – **1 evaluation mark awarded.**
- ◆ The sentence beginning, 'This is because' which finishes, 'greater redistribution of wealth' – **1 evaluation mark awarded.**

The section that begins, 'In conclusion' and ends '...redistribution of wealth' is repetition and was not awarded any further marks.

The remaining two paragraphs are not credited in any way as they do not reference age or try to link age to the other factors covered in paragraphs 2 and 3.

Overall, the candidate was awarded 2 knowledge and 2 evaluation marks, giving a total of 4 out of 12 marks for this question.

Question 2(c)

To what extent are government measures effective in tackling inequalities? (20 marks)

In paragraph 1, the candidate sets the scene and frames a coherent line of argument in their opening introduction paragraph. No marks were awarded initially for this but will be considered when structure marks are allocated at the end of the essay.

In paragraph 2, the candidate introduces the Baby Box as one government measure intended to tackle inequalities. The marks were allocated as follows:

- ◆ From the start of the paragraph until the end of the second sentence 'could not afford' – **1 knowledge mark awarded.**
- ◆ The next sentence, 'This can be shown ...help save them money' – **1 knowledge mark awarded.**
- ◆ The next two sentences, 'However, many argue' until 'and not universal' – were **awarded 1 analysis mark.**
- ◆ The final sentence of the paragraph, 'In conclusion ...could have been better spent' – was **awarded 1 evaluation mark.**

In paragraph 3, the candidate introduces the Pupil Equity Fund as a second government measure to tackle inequalities. The marks were allocated as follows:

- ◆ For, 'The aim of this measure' (line 2) until '...free school meals' (line 3) – **1 knowledge mark awarded.**
- ◆ The next two sentences from, 'For every child ...wellbeing and health' – **1 knowledge mark awarded.**
- ◆ The next two sentences, 'However, many children ...to means tested benefits' – **1 analysis mark awarded.**
- ◆ The sentence from, 'The ineffectiveness of the ...of the measure' – **1 analysis mark awarded.**
- ◆ The last five lines of the paragraph, 'In conclusion ...It has been ineffective as many have missed...this measure.' – **1 evaluation mark awarded.**

In paragraph 4, the candidate then goes on to discuss Minimum Unit Pricing. The marks were allocated as follows:

- ◆ From the start of the paragraph down to '50p per unit' in line 3 – **1 knowledge mark awarded.**
- ◆ The two sentences from, 'The effectiveness of the measure' until '...deaths related to alcohol' – were **awarded 1 knowledge mark** for statistics regarding alcohol related deaths and **1 evaluation mark** for discussion of effectiveness and significance of the measure.

No further marks were awarded for the remainder of the paragraph as the 'civil liberties' point was inadequately explained.

In paragraph 5, the candidate introduces the smoking ban. The marks were allocated as follows:

- ♦ From the beginning of the paragraph, down to 'was banned indoors' – **1 knowledge mark awarded.**
- ♦ The next two sentences from, 'It's effectiveness can be seen' until '...pressure on the NHS' – were **awarded 1 evaluation mark and 1 analysis mark.**

No further marks were awarded for the remainder of the paragraph as there was repetition of a point made earlier in the candidate response.

The candidate's last point in the essay is a discussion of the Covid Furlough scheme. The marks were allocated as follows:

- ♦ From the start of the paragraph, down to 'peaked at 5.2%' in line 6 – **2 knowledge marks awarded.**
- ♦ From, 'This is significant' until '...furlough through high taxes.' – this six-line section was **awarded 2 analysis marks and 1 evaluation mark.**
- ♦ The final five lines of the paragraph starting, 'In conclusion, furlough...' – were **awarded 1 evaluation mark.**

The final paragraph was not awarded any further marks.

The candidate was **awarded 2 marks** for a 'structure that clarifies the issue, presents evidence and develops a consistent line of argument.'

The candidate achieved the following marks for this question:

Knowledge: 8

Analysis: 6

Evaluation: 4

Structure: 2

Overall: 20 out of 20 marks

The candidate achieved 11 knowledge marks but is capped at the 8-mark maximum.

Question 3(a)

Government decision-making is dominated by one branch of government or political institution. Discuss. (20 marks)

The candidate sets the scene in a short three-line introduction. No marks were awarded for this, but it will be considered in establishing a coherent line of argument when allocating structure marks at the end of the essay.

In paragraph 2, the candidate introduces military power/ Commander in Chief as their first point of discussion. The marks were awarded as follows:

- ◆ From the start of the paragraph down to, 'US legislative branch' on lines 4 and 5 – **1 knowledge mark awarded.**
- ◆ For, 'This is significant ...terms of defence' – **1 analysis mark awarded.**
- ◆ For, 'With the US legislative ...of these countries' – **1 knowledge mark awarded.**
- ◆ For, 'This is significant ...military power' – **1 analysis mark awarded.**
- ◆ The final four lines of the paragraph beginning, 'In conclusion, military ...' – were **awarded 1 evaluation mark.**

The candidate then introduces the power of patronage. This paragraph is highly creditworthy and goes beyond the maximum allocation of marks for a single point. The maximum is 6 marks per point. This candidate exceeds this cap but if further marks were available, they would be awarded as follows:

- ◆ The first four lines of this paragraph, down to 'supreme court judge in 2020' – **2 knowledge marks awarded.**
- ◆ From, 'This is significant ...being particularly important' – **1 evaluation mark awarded.**
- ◆ From, 'President's usually ...anymore by the supreme court' – this was **awarded 1 analysis mark** for impact of appointment changing the 'ideological outlook' of the Supreme Court and **1 knowledge mark** for reference to Amy Coney Barrett's appointment.
- ◆ From, 'However, there is some limits ...judge in 2020' – **1 knowledge mark awarded.**
- ◆ From, 'This is significant' until, '...is with congress' – **1 analysis and 1 knowledge mark awarded.**
- ◆ The sentence, 'With Obama ...7 years' – was **awarded 1 knowledge mark.**
- ◆ The sentence 'This is important...looking weak' – **1 analysis mark awarded.**
- ◆ From, 'In conclusion' until the end of the paragraph – **1 evaluation mark awarded.**

As stated earlier, the candidate goes beyond the 6 marks capped for a single point.

In paragraph 4, the candidate then introduces legislative power. The marks were awarded as follows:

- ◆ From, 'Another power' down to 'he would veto it' on line 5 – **2 knowledge marks awarded.**
- ◆ From, 'This is significant' until '...propose and pass legislation' – **1 analysis mark awarded.**
- ◆ From, 'For example, the affordable ...Obam's (sic) presidency' – **1 knowledge mark awarded.**
- ◆ From, 'This is significant ...affordable care act' – **1 analysis and 1 knowledge mark awarded.**

- ♦ For, 'This shows ...terms of legislative power' – **2 evaluation marks awarded.**

Paragraph 5: The candidate's final point addresses the power of veto. The marks were awarded as follows:

- ♦ From, 'Another power...defence authorisation act' (line 4) – **1 knowledge mark awarded.**
- ♦ From, 'However ...vetoes was overridden' – **1 analysis mark awarded.**
- ♦ The sentence, 'This was a veto...become law' – **1 knowledge mark awarded.**
- ♦ From, 'This is significant ...power of veto' – **1 analysis mark awarded.**
- ♦ From, 'In conclusion, the veto power' until the end of the paragraph – **1 evaluation mark awarded.**

No marks were awarded for the final three-line conclusion.

The candidate was **awarded 2 marks** for a 'structure that clarifies the issue, presents evidence and develops a consistent line of argument.'

Again, the candidate's response exceeds the capped allocation of marks and is broken down thus:

Knowledge: 8

Analysis: 6

Evaluation: 4

Structure 2

Overall: 20 out of 20 marks

Overall, the candidate was awarded 44 out of 52 marks for this question paper.

Candidate 2

Question 2(c)

To what extent are government measures effective in tackling inequalities? (20 marks)

Paragraph 1: The first half of this paragraph is largely vague/scene setting and does not establish a line of argument. It does, however, make a valid evaluative point about the Gini Co-efficient – **1 evaluation mark awarded**.

The remainder of the page provides some detail of the Baby Box but some of this is inaccurate. The candidate provides accurate survey information as part of an analysis of the policy. From 'The baby box was put ...' to the end of the paragraph, **1 mark knowledge and 1 mark analysis awarded**.

Paragraph 2: No marks were awarded here as the paragraph was confused.

Paragraph 3: The candidate continues to discuss the 'new benefits system' and although probably discussing Universal Credit, this was considered too vague, so 0 marks awarded.

In paragraph 4 the following marks were awarded:

- ◆ The candidate mentions MUP and gives enough explanation to be awarded **1 knowledge mark**.
- ◆ From 'People in Scotland' (six lines from the bottom of the page) to 'abuse involving alcohol' – **1 knowledge mark awarded**.
- ◆ In the remaining six lines of the paragraph, **1 evaluation mark was awarded** for the judgement plus the supporting statistic.

In paragraph 5 the following marks were awarded:

- ◆ 'Another measure ... aeroplanes etc' – **1 knowledge mark** was awarded for a description of the smoking ban.
- ◆ From 'In 2021 they ... up to £1000' – **1 knowledge mark** was awarded for hospital smoking.

The remainder of the paragraph was awarded no further marks as it was repetitive and without justification.

In paragraph 6 the following marks were awarded:

- ◆ 'Another measure ... parents income' – **1 knowledge mark awarded** for the description of free school meals.
- ◆ A second knowledge mark was awarded for the next six lines which give more detail on school meals – **1 knowledge mark awarded**.

The remainder of the paragraph receives no marks.

The conclusion in paragraph 7: 'To conclude ...tackle inequality' is awarded 0 marks as it contradicts itself.

The candidate was awarded **1 structure mark** as they have a clear structure that addresses the issue identified in the question.

The candidate achieved the following marks for this question:

Knowledge: 7

Analysis: 1

Evaluation: 2

Structure: 1

Overall: 11 out of 20 marks

Question 1(c)

Evaluate the effectiveness of any electoral system used in the UK.

(12 marks)

Paragraph 1: The first half of the paragraph down to 'votes to win' – **1 evaluation mark awarded**.

The remainder of the paragraph provides exemplification and was **awarded 1 knowledge mark**.

Paragraph 2: The seven lines of this paragraph were **awarded 1 knowledge mark**.

Paragraph 4: The final seven lines of the response were **awarded 1 evaluation mark** as it suggests everyone is affected as we don't get 'proper results.'

Overall, the candidate was awarded 2 knowledge and 2 evaluation marks, giving a total of 4 out of 12 marks for this question.

Question 3(b)

Socio-economic inequality significantly impacts a group in society. Discuss

(20 marks)

Paragraph 1: This sets the scene and identifies 'people of non-white cultures' as the focus of the question. However, 0 marks were awarded at this point.

In paragraph 2 marks were awarded as follows:

- ♦ 'Black people are...white neighbourhood' – **1 knowledge mark awarded** for basic detail of poverty and its link to education.
- ♦ From 'This means they are' to 'to get involved' on the second line of the next page was **awarded 1 evaluation mark**.

- ♦ The final four lines of the response '1 in 13...90 white men' was **awarded 1 knowledge mark**.

The candidate was awarded the following marks for this question:

Knowledge: 2

Analysis: 0

Evaluation: 1

Structure 0

Overall: 3 out of 20 marks

Overall, the candidate was awarded 18 out of 52 marks for this question paper.

Candidate 3

Question 3(a)

Government decision-making is dominated by one branch of government or political institution. Discuss. (20 marks)

The candidate sets the scene with a basic introduction to executive, legislative and the separation of powers principle.

The candidate introduces their first point on the president's role as commander in chief. The marks were awarded as follows:

- ◆ Paragraph 2: from 'The first power' until '...any possible future attacks' – **1 knowledge mark awarded.**
- ◆ From 'In January 2020 Donald Trump ...striked back on the US camp bases in Iraq due to retaliation' – **1 knowledge mark awarded.**
- ◆ Paragraph 3: from 'However, the president's power of commander in chief' until '...make troops do anything' was **awarded 1 analysis mark.**
- ◆ The second half of the paragraph, from 'Yet congress last declared until '...Syria Bosnia, etc' was **awarded 1 knowledge mark.**
- ◆ Paragraph 4 which begins 'Therefore does Congress' was **awarded 1 analysis mark** in its entirety.

The candidate then introduces the power of appointment in paragraph 5. The marks were awarded as follows:

- ◆ From, 'A second power the president holds is power of appointment' down to 'FBI' - **1 knowledge mark awarded.**
- ◆ From 'In 2017 Trump chose billionaire Betsy Devos ...education system in the US' – **1 knowledge mark awarded.**
- ◆ From 'However Congress can limit this power... after a long process that person will be elected their role' was **awarded 1 knowledge and 1 analysis mark.**
- ◆ From 'In the case of Betsy Devos ...51-50' – **1 analysis mark awarded.**

In paragraph 6, from 'Therefore Congress have the power to stop appointments ...win majority vote' was **awarded 1 analysis mark.**

The candidate then introduces the power of the veto in paragraph 7. The marks were awarded as follows:

- ◆ From 'Another power the president holds is VETO ... in the Bill' was **awarded 1 evaluation mark.**
- ◆ From 'During Obamas time as president many bills were written ...power to overrule' – **1 knowledge mark awarded.**
- ◆ From 'This power is highly...from majority of congress' – **1 evaluation mark awarded.**

In paragraph 8 the following marks were awarded:

- ♦ From 'However, congress can limit the power of veto ...go through the president' – **1 knowledge mark awarded.**
- ♦ From 'Therefore the legislative have power to dominate' until the end of the page was **awarded 1 analysis mark.**

In paragraph 9 the following marks were awarded:

- ♦ From 'In conclusion the legislative branch ...as many people must all be in favour of similar things' – **1 evaluation mark awarded.**
- ♦ From 'It is also made difficult if the president' until the end of the paragraph – **1 evaluation mark awarded.**

The candidate was awarded **2 marks** for a 'structure that clarifies the issue, presents evidence and develops a consistent line of argument.'

The candidate was awarded the following marks for this question:

Knowledge: 8

Analysis: 6

Evaluation: 4

Structure 2

Overall: 20 out of 20 marks

Question 1(b)

Analyse the ability of parliament to hold the government to account.
(12 marks)

The candidate starts by looking at First Minister's Question Time. The following marks were awarded:

- ♦ From 'FMQT is when all MSPs...the rest of the day' – **1 knowledge mark awarded.**
- ♦ From 'After this primarily ...pulled up on her wrong statistics' – **1 knowledge mark awarded.**
- ♦ From 'This is a great way ...answering things longer and taking up time' – **1 analysis mark awarded.**
- ♦ From 'Also the FM team usually' until the end of the paragraph - **1 analysis mark awarded.**

In paragraph 3 the candidate introduces committees. The following marks were awarded:

- ♦ From 'Another way parliament hold government to account ...then scrutinise the governments work based on that area' – **1 knowledge mark awarded.**

- ◆ From 'Things like the health committee will sometimes ...better knowledge and opinion' – **1 knowledge mark awarded.**
- ◆ From 'However committees are obviously a mixture of MSPs' until the end of the paragraph - **1 analysis mark awarded.**

In paragraph 4 the candidate introduces member's bills. The following marks were awarded:

- ◆ From 'A final way that Scottish parliament can hold Scottish government to account ...through with the agreement of parliament' – **1 knowledge mark awarded.**
- ◆ From 'In August 2022 the Scottish Conservative and unionist party' until the end of the paragraph – **1 knowledge mark awarded.**

In paragraph 5, the candidate was awarded **1 analysis mark** for 'However members bills don't usually work as sometimes ...'.

Overall, the candidate was awarded 6 knowledge and 4 analysis marks, giving a total of 10 out of 12 marks for this question.

Question 2(f)

To what extent are non-custodial responses to crime more effective than custodial responses? (20 marks)

The candidate starts with an opening paragraph which talks about the cost of prisons and introduces aims of prisons – no marks were awarded for this but will be considered when structure marks are allocated at the end of the essay.

In paragraph 2 the candidate starts with the aim of prisons to rehabilitate. The following marks were awarded:

- ◆ From 'One aim custodial sentences look to achieve is to rehabilitate ...£3 million towards rehab for prisoners in hope to help' – **1 knowledge mark awarded.**
- ◆ From 'A recent programme which started was new routes programme...to help avoid the increase in homelessness' – **1 knowledge mark awarded.**
- ◆ The sentence 'In HMP Edinburgh inmates ...skills such as plumbing and plastering' – **1 knowledge mark awarded.**
- ◆ The next 11 lines from 'Another aim was to ...the biggest punishment' lacked detail and received no marks.
- ◆ The sentence, 'Now 1/4 men end up...meaning they aren't deterred from the idea of prison' – **1 analysis mark awarded.**
- ◆ The sentence, 'Prisons are beginning to overcrowd ...December 2019' – **1 knowledge mark awarded.**
- ◆ The sentence, 'Therefore making waiting lists ...not really rehabilitating' – **1 analysis mark awarded.**

- ♦ From 'The SNP party decided to get rid of custodial sentences' until the end of the paragraph - **1 analysis mark awarded.**

At this point the candidate appears to have run out of time.

The candidate was awarded **1 structure mark** for a 'clear structure that addresses the issue identified in the question', ie non-custodial is better than custodial.

The candidate achieved the following marks for this question:

Knowledge: 4

Analysis: 3

Evaluation: 0

Structure: 1

Overall: 8 out of 20 marks

Overall, the candidate was awarded 38 out of 52 marks for this question paper.

Candidate 4

Question 1(b)

Analyse the ability of parliament to hold the government to account.

(12 marks)

No marks were awarded for the opening five lines, although they are considered when awarding structure marks later.

For paragraph 2 the candidate was awarded marks as follows:

- ◆ From 'One way to hold the government to account' to a 'full day of debate' – **2 knowledge marks awarded.**
- ◆ The sentence, 'PMBs are effective' to 'and their inaction' – **1 analysis mark awarded.**
- ◆ The sentence, 'However, the effectiveness of PMBs' to 'talk out the bill' – **1 analysis mark awarded.**
- ◆ The sentence, 'For example ...' to 'killing the bill' – **1 knowledge mark awarded.**

The last three lines were not awarded any marks.

In paragraph 3 the following marks were awarded:

- ◆ From, 'Another way' to 'you still have a chance to ask' – **2 knowledge marks awarded.**
- ◆ The two sentences starting, 'PMQTs are effective' and ending 'answer truthfully' – were awarded **1 analysis mark.**
- ◆ From 'However' to 'to be given' – **1 analysis mark awarded.**
- ◆ The sentence 'For example' to 'avoiding the question' – **1 analysis mark awarded.**

The last few lines were not awarded any marks.

In paragraph 4 the following marks were awarded:

- ◆ The sentence, 'A final method' to 'Mr Bernard Jenkins' – **1 knowledge mark awarded.**
- ◆ The two sentences from, 'The liaison committee' to 'avoid the question' – was awarded **1 knowledge and 1 analysis mark.**
- ◆ The sentence, 'For example' to 'Chris Pincher' – **1 knowledge mark awarded.**
- ◆ From 'Also they only' to 'meetings per year' – **1 analysis mark awarded.**

The last few lines were not awarded any marks.

Overall, the candidate was awarded 8 knowledge and 4 analysis marks, giving a total of 12 out of 12 marks for this question.

Question 2(a)

To what extent are some factors more important than others in causing health inequalities? (20 marks)

There are no marks awarded for the introduction, however it does set out the line of argument the essay is going to take, that poverty is the most important factor.

In paragraph 2 the following marks were awarded:

- ◆ From 'Once cause' to 'such as heart disease' – **1 analysis mark awarded.**
- ◆ From 'To continue poverty' to 'covered by the NHS' – **1 analysis mark awarded.**

On its own there were no marks awarded for 'There has' to 'parental issues'. There were also no marks awarded for the last three lines of the paragraph.

In paragraph 3 the following marks were awarded:

- ◆ From, 'Another cause' to 'liver and heart diseases' – **2 knowledge marks awarded.**
- ◆ From, 'It has also shown' to 'suffer the most' – **1 analysis mark awarded.**
- ◆ From 'This is because' to 'spaces of time' – **1 analysis mark awarded.**
- ◆ From 'Overall, alcohol' until the end of the paragraph – **1 evaluation mark awarded.**

In paragraph 4 the following marks were awarded:

- ◆ From 'A final cause of' to 'overweight or obese' – **2 knowledge marks awarded.**
- ◆ From 'Obesity can reduce' to 'affluent area' – **1 analysis mark awarded.**
- ◆ From 'The poorer population' to 'affluent areas do' – **1 analysis mark awarded.**
- ◆ From 'For example, Blackpool' to 'when living in poverty' – **1 analysis mark awarded.**
- ◆ From 'Overall, obesity plays' to 'and live a healthy life' – **1 evaluation mark awarded.**

In paragraph 5, the candidate was awarded **1 evaluation mark** for 'In conclusion' to 'obesity and alcohol'.

The candidate was **awarded 2 marks** for a 'structure that clarifies the issue, presents evidence and develops a consistent line of argument.'

The candidate achieved the following marks for this question:

Knowledge: 4

Analysis: 7

Evaluation: 3

Structure: 2

Overall: 16 out of 20 marks

Question 3(e)

The issue has a significant impact on individuals, families and communities. Discuss. (20 marks)

There are no marks awarded for the introduction, however it does set out the line of argument the essay is going to take, that women are the group who are most impacted by conflict.

In paragraph 2 the candidate was awarded the following marks:

- ♦ From 'One impact that' to 'Poland and Romania' – **1 knowledge mark awarded.**
- ♦ From 'Around 3.5 million' to 'corridors to go west' – **1 knowledge mark awarded.**
- ♦ The sentence from 'Moreover' to 'safer place in Ukraine' – was **awarded 1 knowledge mark.**
- ♦ The section from 'This impacts individuals' to 'who fled have a job' was **awarded 1 analysis and 1 knowledge mark.**
- ♦ From 'Children may also' to 'or further education' – **1 analysis mark awarded.**
- ♦ From 'Overall' to the end of the paragraph – **1 evaluation mark.**

While this is 7 marks for discussing refugees, different aspects of being a refugee were considered, meaning that more than 6 marks can be awarded.

In paragraph 3 the candidate was awarded the following marks:

- ♦ From 'A second impact' to 'raped or sexually assaulted' – **1 knowledge mark awarded.**
- ♦ From 'Moreover, many women's' to 'a week in South Sudan' – **1 knowledge mark awarded.**
- ♦ From 'It is often used' to 'by the military group' – **1 analysis mark awarded.**
- ♦ From 'They will also' to 'resulting in death' – **1 analysis mark awarded.**

No marks were awarded to the final five lines of this paragraph.

In paragraph 4 the candidate was awarded the following marks:

- ♦ From 'A final impact that' to 'porters and spies' – **1 knowledge mark awarded.**
- ♦ From 'They are vulnerable to horrific' to 'assaults and rape' – **1 knowledge mark awarded.**
- ♦ The sentence 'Moreover' to 'past 4 years' – was awarded **1 knowledge mark.**
- ♦ From 'This impacts individuals' to 'cause them harm' – **1 analysis mark awarded.**
- ♦ From 'They also have' to 'have no real education' – **1 analysis mark awarded.**

No marks were awarded to the final six lines of this paragraph.

The candidate was awarded **1 evaluation mark** for 'In conclusion, conflict' to 'facing unimaginable abuse'.

The candidate was awarded **2 marks** for a 'structure that clarifies the issue, presents evidence and develops a consistent line of argument.'

The candidate achieved the following marks for this question:

Knowledge: 8

Analysis: 6

Evaluation: 2

Structure: 2

Overall: 18 out of 20 marks

Overall, the candidate was awarded 46 out of 52 marks for this question paper.