

Commentary on candidate evidence

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

Section 1: Introduction

Example 1

Topic – Should Edinburgh introduce a tourist tax?

The candidate was awarded **3/3 marks** for this section.

- ◆ 1 mark for the purpose of the report.
- ◆ 2 marks for background information.

Full marks are achieved at this stage.

The introduction section gives clear ‘facts and figures’ about the topic of the report.

Example 2

Topic – What impact will the minimum unit alcohol price have on the Scottish economy?

The candidate was awarded **3/3 marks** for this section.

- ◆ 1 mark for the purpose of the report. This was given in the text but could have been given in the title.
- ◆ 2 marks for background information.

The introduction section gives clear ‘facts and figures’ about the topic of the report.

Example 3

Topic – The impact of the supply shortage on the UK car industry.

The candidate was awarded **2/3 marks** for this section.

- ◆ 1 mark for the purpose of the report.
- ◆ 1 mark for background information.

Note that the title and the purpose are different in this example. The mark is therefore given for the purpose in the text rather than the title. Marks for findings, analysis and interpretation were awarded on the basis of the purpose in the text.

The last two sentences are (unsourced) analysis and therefore do not gain marks in this section.

Section 2: Research sources

Example 1

Topic – How will rising energy prices affect the UK economy?

The candidate was awarded **6/6 marks** for this section.

The candidate numbered each of the 3 sources, gave each a summary title and a URL. The appendix also contained this information.

This is a clear style to use.

- ◆ Source 1 contained one reason for using the source, plus two explained values (up-to-date and bias).
- ◆ Source 2 contained two reasons for using the source. The explained value was a repeat from Source 1 (bias) and therefore was not awarded a mark.
- ◆ Source 3 contained one reason for using the source which did not gain a mark as the maximum 3 marks had already been awarded for this. The first explained value was a repeat from Source 1 (bias) and therefore was not awarded a mark. It also contained one other explained value (conciseness).

Example 2

Topic – What has been the impact of the changing house process in London?

The candidate was awarded **5/6 marks** for this section.

The candidate numbered each of the 3 sources and gave URLs for them in the appendix.

- ◆ Source 1 contained one reason for using the source, plus one explained value (up-to-date). The explanation for the value of accuracy is not valid.
- ◆ Source 2 contained one reason for using the source, plus one explained value (cost-effectiveness). The value for accuracy has not been explained.
- ◆ Source 3 contained one reason for using the source. The value was not explained as the link between experience and finding information was not accepted.

Example 3

Topic – The impact of obesity on the UK economy

The candidate was awarded **5/6 marks** for this section.

The candidate subtitled each of the 3 sources and gave a summary as a footnote. The appendix contained the URLs for the sources.

- ◆ Source 1 contained one reason for using the source, plus one explained value (bias).
- ◆ Source 2 contained one reason for using the source, plus one explained value (time consuming).
- ◆ Source 3 contained one reason for using the source. The values were not explained. A source being 'relevant' is not accepted as a value because if the source is not relevant, why would one use it.

Example 4

Topic – The impact of COVID-19 on firms in the UK economy.

The candidate was awarded **5/6 marks** for this section.

The candidate numbered each of the 3 sources, gave each a summary title and a URL as a footnote. The appendix also contained this information, although it was given in alphabetical order of author rather than in the same order as had been used in the text.

Footnoting URLs is a clear style to use.

- ◆ Source 1 contained one reason for using the source, plus one explained value (up-to-date). A source being 'valuable' is not accepted as a value because if the source is not valuable, why would one use it.
- ◆ Source 2 contained one reason for using the source, plus one explained value (bias). Being written by professionals does not necessarily make something accurate.
- ◆ Source 3 contained one reason for using the source. The values were not explained. A source being 'relevant' is not accepted as a value because if the source is not relevant, why would one use it. The link between being available to everyone and saving time is not a direct correlation.

Section 3: Findings, analysis, and interpretation

Example 1

Topic – The impact of COVID-19 in the UK economy

The candidate was awarded **12/12 marks** for this section, plus **3/3 marks** for economic theory.

- ◆ The first finding, plus 3 analysis points, plus 2 theory points. The graph and the text relating to it within the paragraph is one theory point. The definition of GDP was given in the context of the paragraph.
- The second finding, plus 3 analysis points, plus one theory point. The final analysis point from this finding does not gain a mark as there can only be 3 analysis marks coming from one finding. The definition of unemployment was given in the context of the paragraph.
- ◆ The third finding, plus one analysis point. The theory point does not gain a mark as there can only be 3 theory marks in the FAI section.
- The fourth finding, plus one analysis point.
- ◆ Full marks are reached at this stage.

Example 2

Topic – What impact do multinationals have on the UK economy?

The candidate was awarded **5/12 marks** for this section, plus **0/3 marks** for economic theory.

- ◆ The first finding, plus one analysis point. The last part of the first paragraph and the second paragraph are not related to the finding and are given one mark as an unsourced analysis point.
- The second finding from Warwick University was written in 2007 so therefore cannot be the source of statistics relating to 2022. In addition, the numbers used do not make sense. The Warwick University report does not mention China or Tesco, so the last part of the paragraph is taken as an unsourced point of analysis.
- ◆ The start of the final paragraph does not contain any sourced findings. The end of the final paragraph is a finding with no analysis.

Example 3

Topic – what are the causes of high inflation and what impact will it have on the UK economy.

The candidate was awarded **12/12 marks** for this section, plus **2/3 marks** for economic theory.

- ◆ The first finding, plus 3 analysis points, plus one theory point. The definition of inflation was given in the context of the paragraph. The fourth analysis point from this finding does not gain a mark as there can only be 3 analysis marks coming from one finding.
- The second finding, plus 3 analysis points.
- ◆ The third, fourth and fifth findings, plus one analysis point, plus one theory point. The definition of opportunity cost was given in the context of the paragraph.

Full marks are reached at this stage.

Having the graph (shown as appendix 3.5) integrated into the text of the report, rather than as an appendix, would make it easier to read.

In the last paragraph, the point about the collapse of the NHS is too far removed from spending cuts to be valid analysis.

Example 4

Topic – How does the increase in inflation affect the UK economy?

The candidate was awarded **12/12 marks** for this section, plus **0/3 marks** for economic theory.

Presenting a report in single line spacing makes it unnecessarily difficult to read and should be avoided.

- ◆ The first finding, plus 3 analysis points.
- The second finding, with no analysis.
- ◆ The third finding, plus 3 analysis points. The 2 subsequent analysis points from this finding does not gain marks as there can only be 3 analysis marks coming from one finding.
- The fourth finding, plus one analysis point.
- ◆ The fifth finding, with no analysis.

Full marks are reached at this stage.

The CPI graph is not referred to in the text and therefore is ignored.

The gas price graph is not referred to in the text and therefore is ignored.

Example 5

Topic – What impact will the minimum unit alcohol price have on the Scottish Economy?

The candidate inserted a graph into their report, but does not refer to it directly in the text, for example by quoting the figures from the graph in their analysis. To make use of the graph the candidate could have said that total alcohol-related deaths had fallen by approximately 1,000 in 2018 after the introduction of minimum unit pricing.

The candidate inserted the graph without a title (either the original title from the BBC article or a self-made title) and 'stretched' it in a disproportionate way. The original graph is given below, to show the way in which stretching a graphic by a side, rather than corner, toggle distorts it and makes it unnecessarily difficult to read.

Section 4: Conclusion(s)/recommendation(s)

Example 1

Topic – Has the plastic bag tax worked?

The candidate was awarded **4/4 marks** for this section.

- ◆ Two conclusions, one development and one recommendation.

Example 2

Topic – How are rising interest rates affecting the 3 economic agents?

The candidate was awarded **4/4 marks** for this section.

- ◆ Two conclusions and 2 recommendations. The final recommendation could not be awarded a mark as full marks had already been achieved.

Example 3

Topic – What impact might the increase in oil prices have on the UK economy?

The candidate was awarded **4/4 marks** for this section.

- ◆ Four recommendations.

Example 4

Topic – Should Edinburgh introduced a tourist tax?

The candidate was awarded **2/4 marks** for this section.

- ◆ One conclusion and one recommendation.

The recommendation to cap the tax on a 7-night stay is not justified and therefore is not awarded a mark.