Commentary on candidate evidence

Assessors awarded the candidate evidence the following marks for each question.

Candidate 1

Question 1(a)

Democracy in Scotland and the United Kingdom

Parliament is limited in its ability to check the power of the government. Discuss. (20 marks)

The candidate sets the scene in paragraph 1 by mentioning three methods that they are going to cover: select committees, Prime Minister's question time and voting in the House of Commons. This contributes to the structure marks for this essay detailed later.

In paragraph 2, the candidate discusses the select committees and starts with a description of select committees. From 'One way in which parliament ...within that specific issue' – **1 knowledge mark awarded.**

From 'For example, Yvette Cooper ...in a more effective outcome' **1 analysis mark awarded.** (Although this is not completely accurate, she was the Shadow Home Secretary until 2015 – she did join the influential home affairs select committee.)

They continue and from 'Additionally, because there are numerous parties involved ...best outcome possible' **– 1 analysis mark awarded.**

They continue to analyse and 'For example ...makes it more effective'
– 1 analysis mark awarded.

No marks are given for the next section from 'however' down to 'members of that party' as they are not all from the governing party.

The candidate then discusses the impact of Labour MPs being less likely to scrutinise the government. From 'For example Labour MPs …may not do so' **– 1 analysis mark awarded.**

In paragraph 3, the candidate provides evaluation on the effectiveness of committees saying 'largely effective' as they can scrutinise in detail **– 1 evaluation mark awarded.**

In paragraph 4, the candidate starts to discuss Prime Minister's questions. They start by giving a description of PMQs, from 'Another way in which parliament ...wish to question the prime minister' – **1 knowledge mark awarded.**

The next sentence lacked detail and is not awarded any marks.

The candidate then provides an example of Prime Minister's Questions and from 'For example in 2025, Kemi ...english and maths across the country' **– 1 knowledge mark awarded.**

They then provide analysis of this and from 'This was effective ...holding them to account' **– 1 analysis mark awarded.**

The next sentence lacks detail and is not awarded any marks but when combined with the next part, provides analysis of PMQs. From 'However, this is less effective ...which dont have any benefit' **– 1 analysis mark awarded.**

From 'Additionally, back benchers of the governing pary...' to the end of the paragraph **– 1 analysis mark awarded.**

In paragraph 5, the candidate argues that PMQs do not check the government effectively due to the point scoring between leaders**– 1 evaluation mark awarded.**

In paragraph 6, the candidate starts to discuss voting in the House of Commons. They start with a description of voting and from 'Another way in which parliament ...passed or not' – **1 knowledge mark awarded.**

The candidate then provides analysis, from 'It is effective ...best benefit them' **– 1 analysis mark awarded.**

An example is then provided and from 'for example, MPs ...serve their constituents' **– 1 knowledge mark awarded.**

The candidate then discusses the role of the party whips and how these can limit effectiveness and from 'However, this is less effective ...intends to' **– 1 analysis mark awarded.**

They then provide an example and from 'for example, the labour party ...ensure she lost it' **– 1 knowledge mark awarded.**

The last sentence is a repeat and is awarded no marks.

In paragraph 7, **1 evaluation mark awarded** for recognising that even with the party whip, MPs can still hold the government to account as parliament has to pass bills.

In paragraph 8, the candidate provides an overall conclusion, but it is a summary of earlier content and is not awarded any marks.

The candidate is awarded **2 marks** for structure as the essay is logical and organised.

The candidate is awarded the following marks for this question:

Knowledge: 6 (2 knowledge marks transferred to analysis)

Analysis: 8 (potential for 9 marks but capped at 8 as only 2 knowledge marks are available)

Evaluation: 3

Structure: 2

Total: 19 out of 20 marks

Question 2(c)

Crime and the law

To what extent are victims the group most affected by crime? (20 marks)

In paragraph 1, the candidate sets the scene, and this contributes to the structure marks detailed later.

In paragraph 2, the candidate starts to discuss how victims are affected by crime. While they mix up physical and financial, from 'Victims are affected ...£2800' **– 1 knowledge mark awarded.**

They then start to discuss how this adversely affects people from deprived areas and from 'This results in huge financial strain ...least deprived' - **1 analysis mark awarded** and from 'This causes stress and will …victims of burglaries' **– 1 analysis mark awarded.**

They then continue to look at the impact of burglaries and from 'Additionally, burglaries cause …difficulty sleeping at night' **– 1 knowledge mark awarded.**

They then start to discuss the impact this has on victims and from 'This is because ...death to the victim' **– 1 analysis mark awarded.**

They then provide a correct statistic to exemplify this point and from 'For example 41% of violent crime …in 2024' **– 1 knowledge mark awarded.**

No marks are awarded for the last sentence which is a summary of what they previously stated.

In paragraph 3, the candidate attempts evaluation, but this lacks detail and gains no marks.

In paragraph 4, the candidate starts to discuss offenders. From 'Another group affected ...assault whislt in prisons' **– 1 knowledge mark awarded.**

They then provide analysis of the impact of being in prison and from 'This means that prisoners ...quality of life of many individuals' **– 1 analysis mark awarded.**

They then go on to discuss the impact a prison sentence has on employment and from 'Additionally, offenders ...6 months after being released' **– 1 knowledge mark awarded.**

For, 'This results in many released ...negatively impacts them' **– 1 analysis mark awarded.**

The last section of this paragraph is factually incorrect as only 1% are rejected by UCAS which is not 'almost always' being rejected and is awarded no marks.

In paragraph 5, the candidate makes a comparison between victims and offenders stating victims are affected more due to direct impact as opposed to offenders facing impact through consequences of behaviour - **1 evaluation mark awarded.**

In paragraph 6, the candidate starts to discuss the impact of crime on families of victims and offenders. For 'Another group impacted by crime ...forming from these events' **– 1 knowledge mark awarded.**

They continue with more exemplification and from 'Additionally, families of victims ...debt likely occurring' **– 1 knowledge mark awarded.**

The candidate then discusses the impact and for 'The impact on families ...children' **– 1 analysis mark awarded.**

They then provide an accurate statistic about children and from 'For example only 1 in 20 children…family home' **– 1 knowledge mark awarded.**

The candidate develops some analysis regarding ACES and for 'this will result ...mental state massively' (1 analysis mark would have been awarded if the candidate had not already reached the maximum for analysis).

In paragraph 7, the candidate is awarded **1 evaluation mark** for the comparison between families and victims concluding victims are still the group impacted the most.

In paragraph 8, no marks are awarded as not enough detail is provided.

The candidate is awarded **2 marks** for structure as the essay is logical and organised.

The candidate was awarded the following marks for this question:

Knowledge: 8

Analysis: 6 (potential for 7 analysis marks but additional analysis marks can only be awarded if the candidate has not reached the maximum for knowledge.)

Evaluation: 2

Structure: 2

Total: 18 out of 20 marks

Question 3(b)

World powers

Evaluate the international influence of a world power you have studied. (12 marks)

In paragraph 1, the candidate starts by discussing politics and the USA's membership of the UN.

From 'One way the US ...France and China' **1 knowledge mark awarded** for knowledge of security council structure and membership.

They then provide an example and for 'Here they are able ...2024' **– 1 knowledge was awarded.**

They then discuss the impact of the veto and from 'This gives them political influence ...huge amounts of power' **– 1 evaluation mark awarded.**

They then provide an example of how other countries have the veto as well, and for 'However, Russia also has a veto power ...favour of doing' **– 1 knowledge mark awarded.**

They then show how this can limit US influence on issues and from 'This lessens the power…complete influence' **– 1 evaluation mark awarded.**

In paragraph 2, the candidate starts to discuss military influence and discusses US military might. For 'Another way in which the US has international influence ...also a member of NATO' **– 1 knowledge mark awarded.**

The next sentence is inaccurate as the 2% figure is 5% and Spain did not agree. This is awarded no marks.

The candidate then discusses how the US can use its financial and military muscle to threaten other NATO members, and for 'This gives the US military influence ...cripple the organisation' **– 1 evaluation mark awarded.**

They then continue to highlight how the USA is unable to get other countries to do what they want and from 'However, this is less effective …countries dont always comply' **– 1 evaluation mark awarded,** the figures are inaccurate, but the general argument is valid.

For ‘Additionally, the US has one of the most powerful ...5200 nuclear warheads’ **– 1 knowledge mark awarded.**

They then evaluate this and for ‘this gives them influence ...with their nuclear weapons’ **– 1 evaluation mark awarded.**

The candidate is awarded the following marks for this question:

Knowledge: 5

Evaluation: 5 (The candidate could be awarded the additional mark for evaluation as they had not achieved the maximum for knowledge).

Total: 10 out of 12 marks

Overall, the candidate is awarded 47 out of 52 marks for the question paper.

Candidate 2

Question 1(c)

Democracy in Scotland and the United Kingdom

The methods that pressure groups use determine their ability to successfully influence government decision-making. Discuss. (20 marks)

The candidate sets the scene in their opening paragraph by mentioning methods such as protests, petitions and social media. This contributes to the structure marks for this essay detailed later.

In paragraph 2, the candidate discusses the method of protests.

'One method many pressure groups use is …gluing themeselfs to a painting', the candidate makes a valid point **– 1 knowledge mark awarded.**

The candidate goes on to analyse these actions 'These methods are conciderded…UK governments attention' the candidate makes a valid point **– 1 analysis mark awarded.**

The candidate then makes a judgement: 'this method is largly ineffective …to end these protests' **– 1 evaluation mark awarded.**

The candidate then discusses government response to direct action: 'For example before …to be aressed' **– 1 knowledge mark awarded.**

In paragraph 3, the candidate goes on to discuss social media.

'Social media is another method …for their cause', the candidate makes a valid point **– 1 knowledge mark awarded.**

The candidate attempts to further discuss this: 'However this has not been shown …towards the gov.' but this is too vague. No marks are awarded.

The candidate tries to make a judgement on the use of social media in the last six lines of the paragraph: 'though it is still …influence in the future' but does not make an overall judgement, so no marks are awarded.

In paragraph 4, the candidate goes on to discuss the targeting of infrastructure.

Another method pressure groups can use ….and other public places', the candidate makes a valid point **– 1 knowledge mark awarded**.

The candidate goes on to further discuss this method: 'This is not the most effective ...to force them to acholage the group'. The candidate makes a valid point – **1 analysis mark awarded.**

The candidate further develops this analysis: 'this method can also damage …which they have attempted before' **– 1 analysis mark awarded.**

In paragraph 5, there is an attempt by the candidate to discuss insider groups, but this is vague with no exemplification or development, so no marks are awarded.

The candidate does make an overall judgement that the best way to influence government was by 'sucking up to the UK governments leaders', but there is no evidence or development of this point, so no marks are awarded.

The candidate is awarded the following marks for this question:

Knowledge: 4

Analysis: 3

Evaluation: 1

Structure: 1 (Despite having analysis and evaluation there is no clear line of argument.)

Tota: 9 out of 20 marks

Question 2(a)

Social inequality

To what extent are some factors more important than others in causing income and wealth inequality? (20 marks)

The candidate sets the scene in their opening paragraph by mentioning factors such as age, gender and class. This contributes to the structure marks for this essay detailed later.

In paragraph 2, the candidate discusses age as a factor: ‘One factor that largly affects …effecting wealth inequalitys’. The candidate makes general vague points about young people, so no marks are awarded.

The candidate goes on to explain this, ‘In the UK it is becoming increasingly …throught the country’, making a valid point – **1 analysis mark awarded**.

The candidate then attempts to make an analytical point from ‘However this may not …UK gov target’ but is awarded no mark. The UK government only targets employment rates not unemployment.

In paragraph 3, the candidate goes on to discuss social class.

From ‘Another factor largly effecting wealth …on job role’, the candidate makes a vague point – no mark is awarded.

The candidate attempts to make a judgement from, ‘This is not an effective …not the most important factor’, but this is also vague – no mark is awarded.

In paragraph 4, the candidate goes on to discuss location.

From ‘One factor that widly effects …and access to education’, the candidate makes a vague point – no mark is awarded.

The candidate goes on to further discuss location/areas of deprivation and from ‘areas with high poverty …or move down’ **– 1 analysis mark awarded** as the candidate does attempt to link poverty, class and lack of opportunity as a cause of wealth inequality.

In paragraph 5, the candidate goes on to discuss gender: ‘A final factor that largly effects …in family situations’, the candidate attempts to link gender to discrimination, pregnancy and caring responsibilities – **1 analysis mark awarded**.

The candidate attempts to make a judgement on the importance of gender from ‘this creates wealth inequalitys …Half the population’ but is too vague, so no marks are awarded.

In paragraph 6, there is an attempt by the candidate to pull various factors together, but the candidate repeats points from earlier and from ‘in conclusion, there are many factors causing …wealth inequalitys’, in the last line of the response they do not make a decision, so no marks are awarded.

The candidate is awarded the following marks for this question:

Knowledge: 0

Analysis: 3

Evaluation: 0

Structure: 1 for line of argument

Totali: 4 out of 20 marks

Question 3(c)

World issues – Underdevelopment

Evaluate the impact of the issue on individuals, families and communities. (12 marks)

Paragraph 1, no marks are awarded for this straightforward introduction.

In paragraph 2, the candidate discusses the impact of under development looking at disease on individuals: ’Underdevelopment can have a large impact on individuals …this creates a big problem for individuals’. The candidate makes a judgement on the impact of HIV/Aids – **1 evaluation mark awarded.**

In paragraph 3, the candidate goes on to discuss the impact of under development on families: ‘Under development also widly effects familys …in a vaunrable state’. The candidate makes a vague point with no examples or description, so no mark is awarded.

The candidate goes on to exemplify this, ‘for example places in the DRC …familys homes unsafe’ – **1 knowledge mark awarded**.

In paragraph 4, the candidate goes on to discuss the impact of under development on communities: ‘Finaly under development also has a large impact …un-sanitary to live in’. The candidate makes a valid point – **1 knowledge mark awarded.**

The candidate goes on, ‘In early 2026 the slum …can displace whole communitys’ – **1 knowledge mark awarded.**

The candidate attempts an overall conclusion bringing the factors together but makes no overall decision, so no marks are awarded.

The candidate is awarded the following marks for this question:

Knowledge: 3

Evaluation: 1

Total: 4 out of 12 marks

Overall, the candidate is awarded 17 out of 52 marks for the question paper.

Candidate 3

Question 1(c)

Democracy in Scotland and the United Kingdom

The methods that pressure groups use determine their ability to successfully influence government decision-making. Discuss. (20 marks)

The candidate sets the scene in their opening paragraph by mentioning methods such as lobbying, petitions and consultations. No marks are awarded for this but will be considered when structure marks are allocated at the end of the essay.

In paragraph 2, the candidate discusses the method of lobbying.

From ‘One method pressure group use is’ until ‘compromises to be made’, the candidate makes a valid point – **1 knowledge mark awarded.** The candidate goes on to exemplify from, ‘For example RNIB ’until ‘later rejected the idea’ the candidate makes a valid point – **1 knowledge mark awarded.** The candidate then makes an analytical point from, ‘this shows that lobbying’ until ‘they are just not interested’ and is **awarded 1 analysis mark.**

The candidate then discusses the end-of-life bill from ‘The government can also meet’ until ‘in some way’, this is inaccurate as it was not a government bill – no marks awarded.

The candidate makes a judgement and for ‘overall lobbying can be an effective way…specific requests to meet’ **– 1 evaluative mark awarded**.

In paragraph 3, the candidate goes on to discuss the method of petitions,

From ‘Another method pressure groups use is petitions’ until ‘within the government’, the candidate makes a valid point – **1 analysis mark awarded.** The candidate goes on to further discuss this from ‘Once a petition reaches’ until ‘act on the issue’ making a valid point – **1 analysis mark awarded.** The candidate then supports this analysis with an example from ‘For example a petition…’until ‘protect police animals’ and is **awarded 1 knowledge mark.** The candidate then repeats an earlier point from ‘This shows that…that started it’, – no marks awarded.

The candidate goes on to make an analytical point on why government acts and from ‘Governments may act or not act’ to ‘as well as expert opinion’ - **1 analysis mark awarded.**

The candidate then goes on to discuss the ineffectiveness of petitions from ‘However can be slightly ineffective’ until ‘issue being discussed’ is vague with no judgement, so no marks are awarded. The candidate continues discussing the ineffectiveness of petitions, but this again is vague with no detailed exemplification about the law society and from ‘this means that the hard…to do nothing about it’ -no marks awarded.

The comment in the last few lines of the paragraph, for example ‘This shows that petitions’ until ‘pushing for change’ does not make an overall judgement - no marks awarded.

In paragraph 4, the candidate goes on to discuss the method of consultations.

From ‘Another method pressure groups use is consultations’ until ‘effect on the government’, the candidate makes a valid point– **1 knowledge mark awarded.** The candidate goes on to further discuss consultations from ‘Similarly to petitions in the way’ until ‘they were already going to change’ the candidate confuses the role of government and pressure groups throughout, no marks awarded.

The comment in the last few lines of the paragraph, ‘Overall pressure groups carrying out consultations’ until ‘brought up by the pressure group’ does not make an overall judgement on pressure groups as they continue to confuse government and pressure groups - no marks awarded.

In paragraph 5, there is an attempt by the candidate to pull various factors together, but the candidate repeats points from earlier and from ‘in conclusion, the methods that pressure groups’ until ‘does not listen to what they have to say’ - no marks awarded.

The candidate does make an overall judgement on petitions being most effective from ‘Overall petitions are the most effective’ to ‘carried out by the pressure group’ and is **awarded 1 evaluation mark**.

The candidate is awarded the following marks for this question:

Knowledge: 4

Analysis: 4

Evaluation 2

Structure 2

Total: 12 out of 20 marks

Question 2(c)

Crime and the law

To what extent are victims the group most affected by crime? (20 marks)

The candidate sets the scene in their opening paragraph by mentioning crime affecting victims and families of both offenders and victims. No marks are awarded for this but will be considered when structure marks are allocated at the end of the essay.

In paragraph 2, the candidate discusses victims.

From ’Victims are the people who the crime’ until ’as you are dead’, the candidate makes general vague points about victims of crime – no mark awarded. The candidate goes on to exemplify this with an example, ‘For example, a third of people’ until ‘go out for many cases’ the candidate makes a valid point– **1 knowledge mark awarded.**

The candidate then attempts to make an analytical point from ‘this shows that’ until ‘most affected by crime’ but is awarded no marks as this was vague**.**

The candidate then discusses the perpetrator being affected making an analytical point, ‘However, the perpetrator may also be affected…every day’ is accurate and **1 analysis mark awarded.** The candidate then makes a valid point on homeless offenders from ‘two thirds of offenders’ to ‘somewhere safe each night’ and is awarded **1 knowledge mark**. The candidate attempts an overall judgement in the last three lines of paragraph but they do not make a decision - no marks awarded.

In paragraph 3, the candidate goes on to discuss the families of victims,

From ’The family of victims are’ until ’extremely difficult’, the candidate makes a valid point– **1 knowledge mark awarded.** The candidate goes on to further discuss this from ‘For example the story of Julie Reilly’ until ‘grieving her death’ the candidate makes a valid point– **1 knowledge mark awarded.**

The candidate goes on to tell a story and try to link this to impact on families but is generic and vague and from ‘This shows that these’ until ‘affecting a family member’ is awarded no marks. The candidate attempts an overall judgement in the last three lines of the paragraph but does not make a decision - no marks awarded.

In paragraph 4, the candidate goes on to discuss the offender’s family.

From ‘The offender’s family are also impacted’ until ‘about the offender’s plan’, the candidate makes a valid point on the consequences for the family – **1 analysis mark awarded.** The candidate goes on to further discuss the impact on families from ‘For example, a six-year-old girl’ until ‘Jeanette’s car’ and **1 knowledge mark awarded.** The candidate then makes a point on consequences from ‘these cases show’ to ‘the actual offenders’, **1 analysis mark awarded.**

The candidate goes on to discuss further the offender’s family, but the response becomes anecdotal, From, ‘However in some cases’ to ‘cut contact with the offender’ - no marks awarded. The 20% statistic is too vague as it is specifically about visiting, not general contact - no marks awarded. The candidate attempts an overall judgement in the last three lines of paragraph but they do not make a decision - no marks awarded.

In paragraph 5, there is an attempt by the candidate to pull various factors together, but the candidate repeats points from earlier and from ‘in conclusion, victims of crime are affected’ until ‘maybe losing a family member ‘they do not make a judgement - no marks awarded.

The candidate is awarded the following marks for this question:

Knowledge: 5

Analysis: 3

Evaluation 0

Structure 2

Total: 10 out of 20 marks

Question 3(c)

World issues

Evaluate the impact of the issue on individuals, families and communities. (12 marks)

In paragraph 1, the candidate discusses the impact of terrorism on individuals

From ‘Individuals are impacted’ until’ it means they are criminals’ the candidate makes a valid point **– 1 knowledge mark awarded.** The candidate attempts to exemplify this ‘For example, ISIS’ to ‘what kind of group’, however, no mark is awarded as the figure is incorrect. The candidate then discusses the impact from ‘This has an impact that’ until ‘impacted by terrorism to some extent’ and 1 **evaluation mark awarded.**

In paragraph 2, the candidate goes on to discuss the impact of terrorism on families.

From ‘Families are impacted’ until ‘may end up in severe poverty’, the candidate makes a valid point due to the use of severe poverty **– 1 evaluation mark awarded.** The candidate goes on to exemplify this from ‘For example in the world’ until ‘terrorist attacks to some extent’ no mark is awarded as this is repetition of earlier points and generalisations.

In paragraph 3, the candidate goes on to discuss the impact of terrorism on communities.

From ‘Communities are impacted’ until ‘can be a real issue’, the candidate makes a vague point – no mark was awarded. The candidate goes on to exemplify this, for example, ‘Many developing countries have’ until ‘which is around 8% of all terrorism deaths’ – **1 knowledge mark awarded.** The candidate then discusses the impact from ‘These losses impact’ until ‘impacted to a significant extent by terrorism deaths’ and **1 evaluation mark awarded.**

The candidate is awarded the following marks for this question:

Knowledge: 2

Evaluation 3

Total: 5 out of 12 marks

Overall, the candidate is awarded 27 out of 52 marks for the question paper.

Candidate 4

Question 1(b)

Democracy in Scotland and the United Kingdom

The electoral systems used in the UK are ineffective at providing fair representation. Discuss. (20 marks)

The candidate sets the scene in their opening paragraph by stating AMS is fairer than FPTP. No marks are awarded for this but will be considered when structure marks are allocated at the end of the essay.

In paragraph 2, the candidate discusses the way AMS is fairer than FPTP by providing choice. For ‘One way AMS is fairer…represents them in parliament’, the candidate makes a valid point about AMS giving them many MSPs to talk about issues with. – **1 analysis mark awarded.**

The candidate then gives a valid example of the different types of MSPs such as ‘For example, people in paisley…7 regional MSPS’ – **1 knowledge mark awarded.**

The candidate makes another statement about AMS being fairer because it gives more choice ‘Therefore AMS gives…fairer electoral system’. This is partially a repeat of the point made previously and simply confirms the mark already given.

From ‘Moreover, FPTP’ to ‘Labour wasted their vote’ the candidate attempts to make an argument about voters having only one vote with FPTP and unless the voter votes for the bigger parties their vote is wasted. The discussion of wasted votes was vague and not entirely accurate – no mark awarded. However, the idea of FPTP being less fair on smaller parties and only giving voters one vote was enough to be creditworthy – **1 knowledge mark awarded.**

For the remainder of the paragraph, the candidate attempts to make a judgement between AMS and FPTP, ‘Therefore FPTP is ineffective…votes count and are not wasted’. This is mostly a repeat of their previous points and is a clumsy approach which is not creditworthy.

In paragraph 3, the candidate goes on to discuss proportionality, ‘Another way AMS provides…in 2021 due to support from the regional list’. The candidate uses the Green Party to correctly exemplify smaller parties benefiting from the regional list vote. – **1 knowledge mark awarded.**

No marks are given for the sentence ‘Therefore AMS provides proportionality which makes all parties get a fair chance at winning seats’ as this was too vague to be creditworthy.

In the section ‘Moreover, FPTP is…smaller parties are left behind’ the candidate makes an analytical point about FPTP creating a two party system. This is backed up by a correct example ‘For example in the last 23 years…Conservative winning 4’ – **1 analysis mark and 1 knowledge mark awarded.**

‘Therefore FPTP is not an effective’ to ‘moving up the ladder and getting seats’ is the candidate’s attempt at making a judgement on overall proportionality between AMS and FPTP. – **1 evaluation mark awarded.**

In paragraph 4, the candidate discusses stronger governments. From ‘One reason FPTP is the fairer system’ to ‘its manifesto’, the candidate makes an analytical point in regard to FPTP producing majority government which can deliver on their manifesto promises – **1 analysis mark awarded.** This point is backed up with a valid example in the comment ‘For example, when Labour…scheme immediately’ – **1 knowledge mark awarded.** The next few lines ‘Therefore FPTP is fairer…which is good for votes’ is a repeat of the analytical mark already given so this was not given any further marks.

From ‘Moreover, AMS is ineffective’ to ‘develop its promises’ the candidate starts to explain the type of government AMS tends to produce – **1 analysis mark awarded.** This point is then exemplified using the SNP and Green party ‘For example since the 2021…only got 7% of the vote’ – **1 knowledge mark awarded.**

In the remainder of the paragraph there is a clumsy attempt at an overall conclusion however the candidate repeats the points they have already been credited for and does not gain any further marks.

In paragraph 5, there is an attempt by the candidate to give an overall conclusion, but the candidate merely repeats points made previously with no evaluative comment thus providing more of a summary than a judgement -no marks awarded.

The candidate is awarded the following marks for this question:

Knowledge: 6

Analysis: 4

Evaluation 1

Structure 2

Total: 13 out of 20 marks

Question 2(c)

Crime and the law

To what extent are victims the group most affected by crime? (20 marks)

The candidate sets the scene in their opening paragraph by stating victims are the group most affected by crime. No marks are awarded for this but will be considered when structure marks are allocated at the end of the essay.

In paragraph 2, the candidate discusses the impact of victims most affected by crime due to the physical impact. From ‘One reason why victims’ to ‘physical wellbeing’, the candidate makes a valid analytical point about victims suffering physical injury. – **1 analysis mark awarded.**

The candidate then gives a valid example from SJCS, ‘for example a 2019…were injured following a violent crime’– **1 knowledge mark awarded.** From ‘Therefore’ to ‘impact on them’ they are repeating the point already credited with analysis and no further marks awarded. From, ‘However, they are’ to ‘developed PTSD symptoms’ the candidate gives correct statistics to show mental health issues for victims – **1 knowledge mark awarded.**

In the remainder of the paragraph the candidate attempts to make a judgement from ‘Therefore, victims are impacted’ until ‘medical bills etc’, however this is mostly confused and not creditworthy.

In paragraph 3, the candidate discusses the impact on offenders. From ‘one way offenders’ to ‘with mental illness’ the candidate uses a statistic to show the mental health impact on offenders. – **1 knowledge mark awarded.** From ‘Therefore offenders are impacted’ to ‘support themselves financially’ the candidate compares the mental health impact and the economic impact of offenders. – **1 analysis mark awarded.** The candidate gives a relevant example to illustrate this analysis ‘for example…an ex-offenders’– **1 knowledge mark awarded.**

The remainder of the paragraph is not creditworthy as the candidate appears to be making a judgement that offenders are mostly impacted economically rather than comparing the different groups which is what the questions requires. The candidate has already stated

victims are the most impacted group as their line of argument so this would appear to be confused.

In paragraph 4, the candidate discusses the impact on families, ‘one way family’s…stopped working permanently’ the candidate describes the impact of crime on victims’ families – **1 knowledge mark awarded.**

This argument is further developed from ‘Therefore, family’ to ‘support themselves financially’ – **1 analysis mark awarded.** The candidate moves on to discuss the social impact on families who end up with mental health problems, and they use a real crime case to illustrate this. From ‘however they are impacted socially’ to ‘family member that was harmed by crime’ – **1 knowledge mark and 1 analysis mark awarded.**

The rest of the paragraph is largely a repeat of previous points and not creditworthy.

Paragraph 5, the candidate makes an overall conclusion, and they repeat their original line of argument that victims are the most affected by crime. They make an evaluate comment ‘offenders and family’s…same extent as victims’ **– 1 evaluation mark awarded.**

The candidate is awarded the following marks for this question:

Knowledge: 6

Analysis: 4

Evaluation 1

Structure 2

Total: 13 out of 20 marks

Question 3(d)

World issues

Analyse the success of international organisations in tackling the issue. (12marks)

In paragraph 1, the candidate discusses the African Union as the international organisation. From ‘One reason the African Union’ to ‘which stops underdevelopment’, the candidate makes an analytical point about the African Union boosting trade in Africa. – **1 analysis mark awarded.**

The candidate then gives a valid example using statistics to prove this point ‘for example…by 15-20%’ – **1 knowledge mark was awarded.** From ‘Therefore ’to ‘money Africa has’ they are repeating the point already credited with analysis and so no further marks awarded. From ‘However, they have been unsuccessful’ to ‘International partners’ the candidate wrongly quotes statistics about the level of investment from non-member international partners and is given no further marks as the overall argument in this section is very confused**.**

In the remainder of the paragraph the candidate attempts to make a judgement. ‘Therefore, trade…the underdevelopment they face’, this is very repetitive and is not worthy of any further marks.

In paragraph 2, the candidate discusses the European Union as the international organisation. From ‘one reason the European’ to ‘partner with Africa’ the candidate correctly identifies the EU as Africa’s biggest trading partner. – **1 knowledge mark awarded.** From ‘This means that’ to ‘education sectors’ the candidate correctly identifies the global gateway strategy. – **1 knowledge mark awarded.**

In the section, ‘Therefore the EU…to benefit them not Africa’ the candidate explains the other argument that the EU aid might not be helping Africa but instead benefiting the EU – **1 analysis mark awarded.** This argument is then developed using an example from OXFAM and for ‘for example Oxfam…stop migration’ – **1 knowledge mark awarded.**

The remainder of the paragraph is not creditworthy as it is confused.

The candidate is awarded the following marks for this question:

Knowledge: 4

Analysis: 2

Total: 6 out of 12 marks

Overall, the candidate is awarded 32 out of 52 marks for the question paper.