

Modern studies

ABOUT THE AUTHOR

JOHN Miller is the principal assessor for Higher Modern Studies for the Scottish Qualifications Authority.

KEEPING up to date with the news is a good idea for a Modern Studies student, but you must also study your textbooks and notes. The exam questions are designed to test your knowledge and understanding of specific themes and you must show an ability to evaluate sources and justify conclusions.

At Standard Grade, questions are broken into two elements; the first is Knowledge and Understanding (KU), which is worth 40% of the overall grade and will test you on what you have learned throughout the two-year course. You should give detailed responses that fit with the Syllabus Area you are answering – for example, in SA1 which deals with UK politics, you should give examples such as the work of MP, MSPs and

prime minister. If you choose the USA option in SA3, provide American examples, using terms such as senator, president, Republicans and Democrats. Be sure to give detailed descriptions backed up with up to date examples to achieve full marks.

The second element is Enquiry Skills (ES), questions on which are worth 60% of the grade and most are based on sources such as charts, graphs or tables which will be provided in the question. Simply copying information straight from the source will not gain you any marks; you must select information and be sure to use all the sources and name them by including phrases such as "according to Source 1". There will also be one ES question in each exam paper that deals with investigating,

where you will be given a topic to write on – the European Union (EU) in the 21st century is one example from previous years. At all levels, you will be asked to give aims or headings about methods that you can use in your investigation, such as interviews, internet, library research and so on. Be sure to know the advantages and the disadvantages of using them. At Credit level only, you must form a hypothesis which is a statement that can be proved or disproved.

Make a study plan as there is a lot of information to learn and try using mindmaps or thought-webs. Bullet points and lists can also be used as a memory tool to help with revision. Test yourself using past-paper questions in the same amount of time you will have in the final exam.

STANDARD GRADE - GENERAL

2005, SYLLABUS AREA 4 - INTERNATIONAL RELATIONS

Question 4

(a) European countries such as the UK have been involved in international conflicts in recent years.

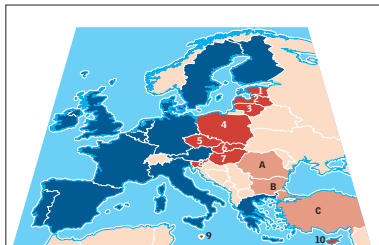
Describe two ways in which European countries such as the UK have been involved in international conflicts in recent years. In your answer, refer to examples that you have studied. (Knowledge and understanding, 4 marks)

Answer

The concept being assessed is *power*. Candidates are required to provide detailed descriptions. Two answers may include:

- Iraq: part of coalition force, operation Telic; training troops through NATO.
- Afghanistan: part of war on terrorism post-9/11 (Taliban/hunt for bin Laden); supporting interim authority in Kabul; humanitarian work, rebuilding local economy/infrastructure; protection during elections.
- Balkans: Involvement in Bosnia and Kosovo. More emphasis on Nato's peacekeeping role.
- Any other valid point.

(b) Many countries have joined the European Union recently.



Existing EU members

JOINED RECENTLY: 1 Estonia; 2 Latvia; 3 Lithuania; 4 Poland; 5 Czech Republic; 6 Slovakia; 7 Hungary; 8 Slovenia; 9 Malta; 10 Cyprus;

OTHER CANDIDATES: A Romania; B Bulgaria; C Turkey

Give two reasons why many countries have joined the European Union recently. (Knowledge and understanding, 4 marks)

Answer

The concept being assessed is *need*. Candidates are required to provide explanations.

Two answers may include:

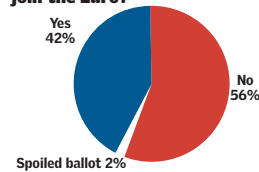
- Benefits of trade with other EU countries.
- Aid available to member states, e.g. for poorer regions.
- Desire to become part of the single European currency (Euro).
- Agricultural subsidies and support via CAP.
- Any other valid point.

(c) Study sources 1 and 2 below, then answer the question which follows

SOURCE 1

Result of Swedish referendum on joining the Single European Currency (Euro), 2003

Do you think Sweden should join the Euro?



SOURCE 2

Newsfile, September 2003

Sweden has voted on the Single European Currency (Euro). There are currently 15 members of the EU and 12 of them belong to the Eurozone. Many Swedish businesses feel that they will lose trade because Sweden will not become part of the Eurozone and they may seek compensation from the government. There will not be a further referendum for 10 years.

The Swedish referendum did not produce a clear result. Swedish businesses were delighted with this result.

View of Katie Halfpenny, Economist

Using only sources 1 and 2, give two reasons to disagree with the view of Katie Halfpenny. (Enquiry skills, 4 marks)

Answer

Candidates are required to oppose a given point of view. Two answers may include:

- "Referendum did not produce a clear result." This is untrue as 56%, which is more than half, voted no.
- "Swedish businesses were delighted with this result." This is also untrue, as Source 2 states that businesses feel that they will lose trade as they are not part of the Eurozone.

(d) Study the information below, then answer the question which follows.

Aid donated by selected countries, 2000 and 2001 (US\$m)

Donor country	2000	2001
Austria	423	533
Denmark	1664	1634
Germany	5030	4990
Japan	13,508	9847
New Zealand	113	112
UK	4501	4579
USA	9955	11,429

Write down two conclusions about the changes in aid donated by selected countries.

You should write one conclusion about each of the following.

- The country giving the most aid in 2001 compared to 2000.
 - The changes in the amount of aid given by different countries.
- You must only use the information above. (Enquiry skills, 4 marks)

Answer

Candidates are required to make comparisons within a source and draw conclusions.

Two answers may include:

Part 1 The USA gave the most aid in 2001 with \$11,429 million, while in 2000 it was Japan which gave the most aid with \$13,508 million.

Part 2 More countries have reduced their donations, eg Denmark, by \$30 million.

- UK, USA and Austria have all increased donations e.g. UK by \$78 million.

- The amount of aid given by Japan has gone down most dramatically, by \$3661 million.

- Any other valid point.



Many African nations rely on aid

STANDARD GRADE – CREDIT

2006, SYLLABUS AREA 2 – CHANGING SOCIETY
Question 2 (a)

Recent government policies to improve employment opportunities



Choose **two** policies from the list above. Describe, in detail, the ways in which each policy has tried to improve employment opportunities.
(Knowledge and understanding, 6 marks)

Answer
The concept being assessed is *ideology*. Candidates are required to use understanding of the concept to provide detailed descriptions with relevant examples and appropriate generalisations.

Answers may include:
Education Maintenance Allowance (EMA)
● Financial help for eligible youngsters in S5 and S6.
● It is a weekly payment of up to £30, paid directly to young people.
● This is to enable them to stay in post-16 education in order to get as many qualifications as possible as this is a route into Higher education or into paid employment.

Skillseekers
● It is a training programme for young people.
● Training is to nationally recognised standards.
● The cost of the training is covered.
● It is open to 16-18 year olds who have left school.
● Most skillseekers are in work but if they are not, it can still be used through work experience. A work placement can be organised for the trainee.
● Training normally lasts about two years.
● The object of the scheme is to make a young person more employable due to the gaining of qualifications.

Modern Apprentices (MA)
● MAs offer those over 16 paid employment.
● They offer the opportunity to train for jobs at craft, technician and management level.
● They allow a person to gain skills and qualifications to help start a career without having to study full-time. The apprentices, themselves, should be capable of achieving a Vocational Qualification at Level 3 or above.
● MAs are available over a wide range of industries.

New Deal (ND)
● This is a government programme that aims to give unemployed people the help and support they need to get into work
● Everyone on ND gets a personal adviser who is their point of contact throughout the programme.
● The personal adviser, after discussions, prepares a plan to try and get the person into a suitable job.
● There are different programmes designed for different categories of people eg ND for young people, ND for lone parents, ND for disabled people or ND for 50-plus.

Jobcentre Plus (JCP)
● Launched in April 2002 by Labour government.
● It brought together the Employment Service and parts of the Benefits Agency.
● The aim of JCP was to increase the effective labour supply by helping as many unemployed and economically inactive people of working age as possible to move into jobs by making available to them job vacancies, information, advice, training and support, and encouraging employers to open up more opportunities to them.
● Help was also to be provided for people of working age in the most disadvantaged groups and areas so that they moved closer to the labour market, were able to compete effectively for, and remain in work.

● JCPs were also to pay people of working age the correct amount of benefit to which they were entitled throughout the period of their claim. They were also expected to protect the benefit system from fraud, error and abuse.

Any other valid point

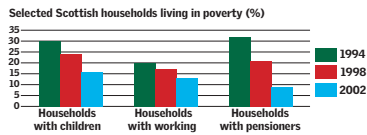
2 (b) Study sources 1 and 2 below, then answer the question which follows.

SOURCE 1

Households by type in Scotland, 1981-2003 (%)

	1981	1991	2003
Single adult	72	129	159
Pensioner (single/couple)	28.9	29.8	30.8
Couple, no children	28.4	27.1	26.7
Single parent with children	2.3	4.9	5.8
Couple with children	33.2	25.3	20.8

SOURCE 2



Households consisting of pensioners have grown the most in percentage terms. However, they have experienced less of an improvement in the quality of their lives than other groups.
View of Sandy Mathieson

Give **two** reasons to **oppose** the view of Sandy Mathieson
(Enquiry skills, 4 marks)

Answer
Candidates are required to provide evidence to oppose a given point of view. Answers may include:
● Sandy Mathieson says "Households consisting of pensioners have grown the most in percentage terms."
● Source 1 shows that in 1981 there were 28.9%, pensioner households and this rose to 30.8% in 2003, a rise of 1.9%. However the biggest rise was shown by single adult households which rose by 8.7% over the same period. This opposes the view.
● Sandy Mathieson says "... they (pensioner households) have experienced less of an improvement in the quality of their lives than other groups."
● Source 2 shows that from 1994 to 2002 pensioner households in poverty fell from 32% to 9%, a drop of 23%. This is the biggest drop in poverty of any household group. This opposes the view.

2 (c) Study sources 1, 2, 3 and 4 below, then answer the question which follows.

SOURCE 2

The Scottish workforce (000s)

	MALES		FEMALES	
	1998	2002	1998	2002
Agriculture, forestry & fishing	31	29	8	8
Production & construction industries				
Construction	113	108	24	14
Energy & water	37	32	9	9
Manufacturing	227	189	99	74
Service industries				
Banking, finance & insurance	156	187	170	191
Distribution, hotels, catering, repairs	214	238	289	308
Public admin, education & health	163	176	394	458
Transport & communication	86	93	28	32
Other services	52	62	54	63
TOTAL EMPLOYED	1079	1114	1075	1157

SOURCE 1

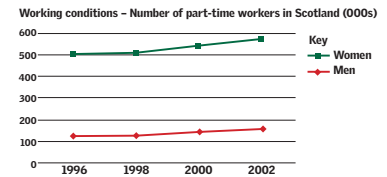
Scotland – a country in industrial change
The traditional male-dominated production and construction industries in Scotland are all in decline. In 2000, Scotland only had 35,000 working in oil, gas and fishing, traditionally some of Scotland's key industries. The new growth industries in Scotland are all service industries such as call centres, biotechnology, software and e-business.

A new service industry which has grown in Scotland is call centres. In 1998, Scotland's call centre industry employed 16,000 workers, of

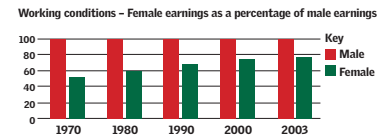
which 42% were women. By 2000, this figure has grown to 37,000. Five years on, there are 60,000 people employed in them. Considerable growth is predicted in the industry and of the 290 call centres, 92 predict increased employment by 2007. Around 67% of Scottish call centre staff is now female. 75% of the staff is under 35 and about 33% of the staff is part-time. Most of these part-time workers are female.

Much of this growth in the new service industries can be directly attributed to a stable and motivated Scottish workforce with highly developed skills. It is also a workforce which is now willing to have more flexible work patterns than traditionally was the case.

SOURCE 3



SOURCE 4



Women are becoming more important to the Scottish economy in the 21st Century. Furthermore, this is reflected in the changes in their pay and conditions.
View of Tom Anderson

Using **only** Sources 1, 2, 3 and 4, explain the **extent** to which Tom Anderson could be accused of being **selective** in the use of facts.
(Enquiry skills, 8 marks)

Answer
Candidates are required to detect and explain examples of lack of objectivity in complex sources, giving developed arguments when required. Answers may include:
"Women are becoming more important to the Scottish economy in the 21st century."
● From Source 1, new growth industries are mainly service industries such as call centres where the percentage of women has grown from 42% to 67%. Women becoming more important.
● From Source 2, more men than women were employed in 1998 but in 2002 it was more women than men employed in Scotland. Women becoming more important.
● From Source 2, more women than men employed in banking, distribution, public administration and other services, i.e. all the new growth service sectors, in 2002. Women becoming more important.
● From Source 3, there are far more women than men in part-time employment and it is increasing. Women becoming more important as numbers are increasing.
"Furthermore, this is reflected in the changes in their pay and conditions."
● From Source 3, there are far more women than men in part-time employment and it is increasing. However, possibly poorer working conditions as not full-time.
Women's growing importance not reflected.
● From Source 4, women on average, for every year mentioned still have less pay than men. Women still lagging behind men as they are not as well-paid.
● From Source 4, women's pay as a percentage of men's pay is increasing.
Women's growing importance is reflected in improving pay and conditions.
The sources tend to show that Tom Anderson is really only being selective in the use of facts to a fairly small degree. The evidence tends to support a lot of what he has to say. Women are becoming more important to the Scottish economy but this may not be fully reflected in their pay and conditions.

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Photograph: Reuters

MODERN STUDIES

From page 23

HIGHER

In both papers, time management is crucial. In Paper 1, you have approximately 22 minutes for each question. In Paper 2 you should allow 15-20 minutes to answer the evaluating questions (worth 10 marks in total) and the remainder of the 75 minutes for the report (worth 20 marks in total). However you choose to allocate your time, just remember one thing – use it wisely or lose out.

PAPER 1

Candidates should answer FOUR questions:

ONE from Section A
and
ONE from Section B
and
ONE from Section C
and
ONE OTHER from EITHER Section A OR Section C

Section A: Political Issues in the United Kingdom.

Section B: Social Issues in the United Kingdom.

Section C: International Issues.

Each question is worth 15 marks.

Technique

One thing you can be certain of is that there will be a question on each of the Study Themes in Sections A and C that you have studied. There will be two questions on the Section B Study Theme: Wealth and Health Inequalities in the UK – only one of which you will be required to answer.

Questions are like icebergs ... the tip is what you see on the page, but your answer must address the mass underneath. It should give balanced comment on a key issue in the context of the Study Theme on which it is set. Take this one from the Specimen paper:

STUDY THEME 1B; DECISION MAKING IN CENTRAL GOVERNMENT

"Critically examine the view that pressure groups are a threat to democracy."

If you are the captain of the Titanic then this question is your iceberg. There is no going around it! Thankfully you have a reserve of knowledge you can draw on from this Study Theme to survive the impact.

Your first reaction must be to address the view that pressure groups are a threat to democracy. You might want to consider such points as:

- Pressure groups are, in many cases, unselected, unaccountable organisations, with a relatively small active membership
- The actions of some have been outside the law.
- Insider groups are thought of as having a disproportionate influence.
- There have been concerns over financial links between some pressure groups and decision makers.

You should write about them in turn, in an expanded and well-developed way, not in the bullet point style above. Essentially, you will exemplify your points with references to named pressure groups.

So far, so good, but of course one of the features of an iceberg is the unseen area beneath the surface. *Critically examine* is actually a signal that you must now probe a bit deeper into the question. Time to "slow ahead all engines" and consider that pressure groups:

- Permit dialogue between the governed and the governors outwith elections
- Provide government with information and expertise
- Articulate and defend minority interests

- Check the possible abuse of power
- Provide the expertise, knowledge and funding to get information from government
- Many use the wide range of methods acceptable in a representative democracy

As before, you will develop and exemplify your points.

You have now added the balance to your answer that "critically examine" demands. You can conclude that:

"The view that pressure groups are a threat to democracy is usually based on, among other things, their unaccountability, and the actions taken by some to further their cause. However, this can be balanced by the contribution they make to democracy through campaigning within the law for change for the better."

In order to show the examiner that you fully understand the question, try to match up different points in your argument that counter each other.

For example, dealing with these points together:

- "The actions of some have been outside the law"
- "Many use the wide range of methods acceptable in a representative democracy" ... would constitute an excellent approach.

"Critically examine the view that..." is just one of the question starters you can encounter in Paper 1. Others include: *"to what extent are/can/do..."; "assess the importance of..."* or a statement followed by *"discuss"*.

No matter what the question starter is, remember that the wording of the question suggests both the content of your answer, and what you should address first. Your answers have to be balanced, well developed and exemplified. You should also try to give a short conclusion at the end of your answer.

PAPER 2

Whereas Paper 1 demands that you continuously draw on your memory bank for information, Paper 2 gives you lots of information to work with.

You are expected to evaluate this information and supplement it with some of your own, drawn from your knowledge of Study Theme 2: Wealth and Health Inequalities in the UK, and write a report. This is essentially a skills-based paper.

Questions 1 to 3 are based on Sources A to C, usually found on pages 2 to 5 of your exam. Answer questions 1 to 3 before attempting Question 4.

In order to answer these evaluating questions, which you have been instructed to attempt before you begin the task, you must read the sources. This first reading gives you an opportunity to note the following points:

- Sections of the sources that show an argument or statistical evidence both for and against the proposal that you have been asked to consider
- Any written/statistical references from which you might develop background knowledge

Have another look at the Specimen paper DM (which is about means-testing personal care for the elderly). The written sources provided include references with the potential for development such as:

- Benefits that are being provided *universally* (Source A)
- The cost of living (Source A)
- More *pressing priorities*, within the context of wealth and health inequalities in the UK (Source A)
- The *original aims* of the welfare state (Sources B1 & B2)



The statistical sources raise issues such as:

- The projected rise and fall respectively of pensioners and workers (Source C1)
- Groups on very low incomes (Source C2b)
- The take-up level of means-tested benefits (Source C3)
- Statements that are not always completely supported by the evidence.

When answers the evaluating questions just do exactly as you are instructed. The answer is in the sources. There is no need for any other information.

Be aware of the implications of the phrase *"To what extent does the evidence support ..."*, as you will have to find this evidence in the sources provided to you.

Remember that there will be statistical evidence there to both support and to discredit different aspects of the view expressed in the question. You must identify and include all of the above in your answer.

PAPER 2, QUESTION 4**DECISION-MAKING TASK**

*You are an expert on ...
You have been asked for a report on ...
... in which you recommend or reject the proposal to ...*

Your answer should be written in the style of a report, with headings and sub-headings (making source annotations in the margin is a nice touch).

As you build up your answer, make sure that you have tried to follow these tips:

- It should have clearly defined sections on:



The crowds on Princes Street, Edinburgh for the Make Poverty History march and rally in July 2005 provide an example of how campaigning groups can put pressure on governments to push for positive change

Photograph: Graham Hamilton

MODERN STUDIES EXAM TIMETABLE	
Level/Paper	Time
Tuesday May 22	
Intermediate 1	9am-10.30am
Intermediate 2	9am-11am
Higher (Paper 1)	9am-10.30am
Higher (Paper 2)	10.50am-12.05pm
Advanced Higher	9am-12pm
Foundation	9am-10am
General	10.20am-11.50am
Credit	1pm-3pm

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- i. Role, remit and decision (to recommend or reject the proposal)
- ii. Reasons for your decision
- iii. Rebuttal of arguments presented by those who might not agree with your decision
- iv. A conclusion

● Make sure you are not just copying out chunks from the sources in isolation. It is very important that you integrate your use of the sources. The

BK **A TWO-TIER SYSTEM**
Many feel introducing treatment centres which are privately run shall create a

BK **two-tier system.** It has been said that they "mean greater inequality in healthcare" as private companies shall only treat the "most profitable" cases. Many private hospitals at the moment do not have an intensive care ward. They will only deal with simple operations and the NHS will be kept with "the most difficult ones." In short, the private sector wants the worried well to ensure a profit. This goes against the grain of the founding principles that the NHS shall be comprehensive

and a system based on equality. There is worry that the introduction of private aspects into the NHS could be the first step towards a private health care system, such as in America.

Note how the extract above mixes background knowledge (BK) in with the source references (here marked as B). Remember, the inclusion of background knowledge is essential. This can be further development of references made in the sources, as well as original international, national or local examples which are not referred to in the sources.