

ModStds/SQP285

Modern Studies
Higher

NATIONAL
QUALIFICATIONS

<i>Contents</i>	<i>Page</i>
Course Assessment Specification	2
Specimen Question Paper – Paper 1	7
Specimen Marking Instructions – Paper 1	11
Specimen Question Paper – Paper 2	25
Specimen Marking Instructions – Paper 2	31

Course Assessment Specification

Modern Studies (Higher)

The purpose of this document is to provide:

- Details of the structure of the Course Assessment
- Guidance on how to use information gathered from a Question Paper appropriate for this Course to estimate candidate performance

Part 1

This part of the Course Assessment Specification details the structure of the Course Assessment.

The Course Assessment:

- consists of 2 question papers
- has a total mark allocation of 90 – Paper 1 has a mark allocation of 60 marks and Paper 2 has a mark allocation of 30 marks
- has a time allocation of 2 hours 45 minutes – Paper 1 lasts 1 hour 30 minutes and Paper 2 lasts 1 hour 15 minutes
- has a break of 20 minutes between Paper 1 and Paper 2
- will assess knowledge and understanding and analysis and evaluation
- will assess integration of knowledge and understanding and analysis and evaluation within the Units
- will use language appropriate to the reading age of Higher candidates in any question, stimulus or source.

Paper 1

Paper 1 contains **three** sections: **Section A** examines the content of *Political Issues in the UK*; **Section B** examines the content of *Social Issues in the UK*; **Section C** examines the content of *International Issues*. Candidates must answer **one** question from each section and one other question from **either** Section A **or** Section C. Detailed guidance on the content of each section is given below:

Section A – total marks 15 (*potentially worth a total of 30 marks*)

- This section will examine the content of *Political Issues in the UK*.
- It will contain **four** questions – **one** on each **Study Theme**.
- Candidates will be required to answer **either one or two** questions from this section – each worth 15 marks.
- A candidate who answers **only one** question from this section **must answer two** questions from *Section C*.
- A candidate who answers **two** questions from this section must answer **only one** question from *Section C*.
- A question in any one or all of the Study Themes may include a short stimulus.

The topic for each question in this section (*Section A of Paper 1*) is outlined below:

- Study Theme 1A: Devolved Decision Making in Scotland
- Study Theme 1B: Decision Making in Central Government
- Study Theme 1C: Political Parties and their Policies (including the Scottish Dimension)
- Study Theme 1D: Electoral Systems, Voting and Political Attitudes

Section B – total marks 15

- This section will examine the content of *Social Issues in the UK*.
- It will contain **two** questions each worth 15 marks.
- Candidates will be required to answer **one** question only.
- Either or both questions may include a short stimulus.

The topic for this section (*Section B of Paper 1*) is **Wealth and Health Inequalities in the United Kingdom**.

Section C – total marks 15 (*potentially worth a total of 30 marks*)

- This section will examine the content of *International Issues*.
- It will contain **six** questions – **one** on each Study Theme.
- Candidates will be required to answer **either one or two** questions from this section –each worth 15 marks.
- A candidate who answers **only one** question from this section **must** answer **two** questions from *Section A*.
- A candidate who answers **two** questions from this Section must answer **only one** question from *Section A*.
- A question in any one or all of the Study Themes may include a short stimulus.

The topic for each question in this section (*Section C of Paper 1*) is outlined below:

- Study Theme 3A: The Republic of South Africa
- Study Theme 3B: The People’s Republic of China
- Study Theme 3C: The United States of America
- Study Theme 3D: The European Union
- Study Theme 3E: The Politics of Development in Africa (with the exception of the Republic of South Africa)
- Study Theme 3F: Global Security

Paper 2

- This paper will have a time allocation of 1 hour 15 minutes and a total of 30 marks.
- It is a decision making exercise based on the content of Section B, *Social Issues in the UK*.
- The topic is *Wealth and Health Inequalities in the UK*.
- **One** exercise will be set. All candidates must attempt this exercise.
- The exercise is in two parts:
 - i) a series of short evaluating questions based only on the given sources. These are worth a total of 10 marks.
 - ii) a structured report. Candidates should use all of the given sources and appropriate background knowledge to make and justify recommendations in a structured, written report. It is worth 20 marks.

The “added value” of the Course

Achieving success in the Course requires some additional skills and abilities over and above those involved in passing individual Units. These are detailed in the Assessment section of the Course Specification and include:

- retaining knowledge and skills over time, in greater breadth and depth than in the Units, and demonstrating this in response to less structured items
- answering questions which include the more demanding skills of analysis and evaluation
- demonstrating the ability to apply and adapt the skills of knowledge and understanding, analysis and evaluation, in a variety of contexts within a single paper
- demonstrating the ability to integrate knowledge and understanding, analysis and evaluation, across the Units of the Course on a single occasion.

Part 2

This part of the Course Assessment Specification provides guidance on how all components contribute to the Course award. It also indicates how to use the assessment information gathered from these components to estimate candidate performance.

The Course assessment is based on the 2 question papers:

Component	Mark Range
Question Paper 1	0 – 60
Question Paper 2	0 – 30
Total Marks	0 – 90

In the Modern Studies (Higher) Course, cut-off scores are set at approximately 70% of the total marks for grade A and 50% for grade C, with B grade falling midway at 60%.

The following table gives an indication of appropriate cut-off scores:

Grade	Band	Mark Range
A	1	72 – 90
A	2	63 – 71
B	3	58 – 62
B	4	54 – 57
C	5	49 – 53
C	6	45 – 48
D	7	40 – 44
No Award	8	35 – 39
No Award	9	0 – 34

The cut-off scores may be lowered if question papers turn out to be more demanding than intended. Alternatively, they may be raised if question papers turn out to be less demanding than intended.

Worked example

- In a centre's own prelim, a candidate scores 35/60 and 20/30 giving a total mark of 55/90.
- The centre's view is that their prelim is slightly less demanding than the SQA examination.
- Using the mark range, a realistic estimate will be **band 5** rather than band 4.

ModStds/SQP285

Modern Studies
Higher
Paper 1
Specimen Question Paper
for use in and after 2007

Time: 1 hour 30 mins

NATIONAL
QUALIFICATIONS

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

Each question is worth 15 marks.

Section A: Political Issues in the United Kingdom.

Section B: Social Issues in the United Kingdom.

Section C: International Issues.

SECTION A — Political Issues in the United Kingdom

Each question is worth 15 marks

STUDY THEME 1A: DEVOLVED DECISION MAKING IN SCOTLAND

Question A1

To what extent are the functions of local authorities limited by the Scottish and United Kingdom Parliaments?

STUDY THEME 1B: DECISION MAKING IN CENTRAL GOVERNMENT

Question A2

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

*STUDY THEME 1C: POLITICAL PARTIES AND THEIR POLICIES
(INCLUDING THE SCOTTISH DIMENSION)*

Question A3

With reference to at least two political parties:

To what extent do their policies on **two** of the following differ?

Education

Law and Order

Taxation

*STUDY THEME 1D: ELECTORAL SYSTEMS, VOTING AND POLITICAL
ATTITUDES*

Question A4

Some factors are more important than others in influencing voting behaviour.

Discuss.

SECTION B — Social Issues in the United Kingdom

Each question is worth 15 marks

*STUDY THEME 2: WEALTH AND HEALTH INEQUALITIES IN
THE UNITED KINGDOM*

Question B5

To what extent is there a link between income and health?

Question B6

Critically examine the success of recent government measures to reduce gender inequalities.

SECTION C — International Issues

Each question is worth 15 marks

STUDY THEME 3A: THE REPUBLIC OF SOUTH AFRICA

Question C7

To what extent do different groups live separate and unequal lives?

STUDY THEME 3B: THE PEOPLE'S REPUBLIC OF CHINA

Question C8

There is little demand for political reform because of recent gains from economic and social reform.

Discuss.

STUDY THEME 3C: THE UNITED STATES OF AMERICA

Question C9

Assess the effectiveness of government policies to reduce economic and social inequalities.

STUDY THEME 3D: THE EUROPEAN UNION

Question C10

Assess the effectiveness of the European Parliament in EU decision making.

STUDY THEME 3E: THE POLITICS OF DEVELOPMENT IN AFRICA

Question C11

With reference to specific African countries (excluding the Republic of South Africa):

Government domestic policies have been the main obstacles to economic and social development.

Discuss.

STUDY THEME 3F: GLOBAL SECURITY

Question C12

To what extent have there been changes in both the role and membership of NATO?

[END OF SPECIMEN QUESTION PAPER]

ModStds/SQP285

Modern Studies
Higher
Paper 1
Specimen Marking Instructions
for use in and after 2007

NATIONAL
QUALIFICATIONS

SECTION A—Political Issues in the United Kingdom

Study Theme 1A: Devolved Decision Making in Scotland

QA1 To what extent are the functions of local authorities limited by the Scottish and United Kingdom Parliaments?

Developed, exemplified, balanced and analytical answers may refer to:

- local authorities have a duty to promote the economic, social and environmental well-being of the areas that they administer
- main functions are those associated with the delivery of the services for which they have been made responsible
- mandatory services, education, social work, must be provided
- discretionary/permissive services are derived from the power a council has to spend limited funds in the interests of the local area and its inhabitants
- the Scottish Parliament is responsible for Scottish local government
- Scottish Executive sets the parameters for most policies that councils have responsibility to deliver. Sets targets of councils using “performance indicators” and council performance is monitored via Accounts Commission/Audit Scotland. Takes action where there is evidence of malpractice
- local authorities rely upon the Scottish Executive for most of their funding
- sources from which local authorities may raise money to finance their functions and the power of the Scottish Parliament to limit/ring fence these
- recent disagreements between local authorities and the Scottish Executive
- the UK Parliament and the Block Grant
- significance of “reserved” powers in relation to promoting the economic, social and environmental well-being of the local area
- other relevant points.

15 Marks

Study Theme 1B: Decision Making in Central Government

QA2 Critically examine the view that pressure groups are a threat to democracy.

Developed, exemplified, balanced and analytical answers may refer to:

- pressure groups are, in many cases, unelected, unaccountable organisations with a relatively small active membership
- actions of some have been outside the law
- perceived disproportionate influence of insider groups
- concerns over financial links between some pressure groups and decision makers
- permit dialogue between governed and the government between elections
- provide government with information and expertise
- articulate and defend minority interests
- check the possible abuse of power
- compete for policy adoption and/or change
- provide the expertise, knowledge and funding to get information from government
- many use the wide range of methods acceptable in a representative democracy
- other relevant points.

15 Marks

Study Theme 1C: Political Parties and their Policies (including the Scottish Dimension)

QA3 With reference to at least **two** political parties, to what extent do their policies on **two** of the following differ?

Education

Law and Order

Taxation

Developed, exemplified, balanced and analytical answers may refer to:

Many areas of agreement, with a general consensus over extra funding for schools, reducing crime and keeping taxes for most about the same.

Areas of difference include:

Education—England and Wales

Labour:

- schools given greater freedom to change curriculum, borrow money and set teachers' pay
- creation of 200 state-funded independent city academies; good schools can expand as long as they don't harm others
- local authorities recast as quality controllers, not direct suppliers; Labour to spend £77 billion by 2009/10.

Conservative:

- up to 600 000 extra school places created to give parents more choice ("Right to Choose" package)
- independent schools to get state funding to about £5500 per pupil; every school would be given grant-maintained status; schools able to set own admissions policies and appeals panels for expelled pupils would be abolished; Conservatives to spend £62 billion overall by 2009/10.

Liberal Democrat:

- higher spending on education; smaller class sizes; scrap tuition fees.

Education—Scotland

Labour:

- no city academies; schools to remain under local authority control although more spending devolved to head teachers; curriculum to be broadened and made more flexible to cope with individual needs; school expansion plans and budgets still to be governed by local authorities; possible new "experimental" schools to try out new ideas such as different school days or non-professional teachers.

Conservative:

- empower head teachers to exclude violent or disruptive pupils; encourage more choice of specialist schools; give schools greater freedom to set their own priorities.

Liberal Democrat:

- extend childcare schemes; increase out-of-school activities.

SNP:

- guarantee nursery place of at least 16 hours per week for every 3 and 4 year old; progressively cut class sizes; greater specialisation within comprehensive system; abolish Graduate Endowment Scheme and replace student loans with student grants.

QA3 (continued)

Law and Order

Labour:

- community policing with dedicated policing teams of officers and community support officers focused on local priorities; increase the number of police officers; extend electronic tagging and restriction of liberty orders, parental orders to make parents responsible for their children.

Conservative:

- stiffer sentences for drug dealers and fast track prosecution; back zero tolerance; a “more visible” crime fighting presence; take persistent young offenders off the streets; ensure criminals actually serve the sentences given out by courts.

Liberal Democrat:

- oppose ID cards; 1000 extra police officers; more resources to crime prevention/reduce re-offending.

SNP:

- oppose ID cards; more community policing; encourage alternatives to prison; fairer fines regime.

Taxation

Labour:

- no rise in personal taxation; increased public expenditure to be paid from efficiency savings.

Conservative:

- overall commitment to reducing tax burden but review of taxation and scope for tax cuts if possible.

Liberal Democrat:

- higher taxes on wealthiest (over £100 000 pa); local income tax to replace Council Tax.

SNP:

- replace Council Tax with local income tax; introduction of a more progressive tax system.

Other relevant points.

15 Marks

Study Theme 1D: Electoral Systems, Voting and Political Attitudes

QA4 *Some factors are more important than others in influencing voting behaviour.*

Discuss.

Developed, exemplified, balanced and analytical answers may refer to:

- the broadcasting media, the press and the Internet
- social class
- region
- age
- religion
- ethnicity
- issue voting
- tactical voting
- rational choice model
- opinion polls
- electoral system and issue of “effectiveness” of voting
- turnout for different levels of election
- other relevant points.

15 Marks

SECTION B—Social Issues in the United Kingdom

Study Theme 2: Wealth and Health Inequalities in the United Kingdom

QB5 To what extent is there a link between income and health?

Developed, exemplified, balanced and analytical answers may refer to:

- founding principles of the Welfare State
- statistical evidence from both government-generated reports and independent health research in relation to morbidity and mortality
- low income linked to unhealthy lifestyles and high stress levels
- those at the lowest end of the social spectrum have the highest consumption of “junk food” (getting the maximum amount of calories for their money) and lowest of fruit and vegetables
- people on low incomes cannot afford and seldom have access to shops selling good food
- better off can afford better diets, leisure activities that promote good health, better housing and safer environments
- middle and professional classes more likely to consult health professionals, know how to get the best out of the system, and follow positive health promotion advice
- twice as many women in bottom social class are obese compared with the top group
- 42% of unskilled workers smoke compared with 15% of professional males
- unskilled men have a shorter life expectancy overall
- effects of unemployment
- better off can afford the option of private health care
- experiences of black and minority ethnic groups
- other relevant points.

15 Marks

Study Theme 2: Wealth and Health Inequalities in the United Kingdom

QB6 Critically examine the success of recent government measures to reduce gender inequalities.

Developed, exemplified, balanced and analytical answers may refer to:

- national government legislation and local government initiatives to reduce discrimination against women and to encourage family-friendly working practices
- between 1996/7 and 2003/4 women's total individual income increased from 46% of men's to 53%. Individual income for women rose 31% in real terms, more than twice as fast as the 13% increase for men
- evidence of both "occupational segregation" (the tendency for women to be employed in lower paid sectors) and a failure of employers to carry out gender-related pay reviews
- recent changes in legislation to make it easier for women to bring and win sexual discrimination cases
- despite recent growth in women earning top salaries (particularly in the City), their salaries still tend to be lower than those of men doing the same job; they hold fewer top jobs than men and are less likely to be promoted than men
- extent of exclusion among black and minority ethnic women
- introduction of paternity leave
- raising of state pension age for women to 65 to bring it into line with that for men
- the women's lobby and the EOC continue to campaign for the DTI to put more pressure on employers to promote equality between men and women
- women hold less than 10% of the most senior positions in many areas of British public life
- claim that the barriers to breaking through the "glass ceiling" are down but a lot of women choose not to because they want to live and work differently
- campaigns for more health spending on screening men for treatable medical conditions
- other relevant points.

15 Marks

SECTION C—International Issues

Study Theme 3A: The Republic of South Africa

QC7 To what extent do different groups live separate and unequal lives?

Developed, exemplified, balanced and analytical answers may refer to:

- groups still tend to live apart despite no longer being forced to
- poverty rate highest for Blacks (56·3%) and lowest for Whites (6·9%)
- Blacks constitute the poorest group of the population, making up over 90% of the 21·9 million poor
- Whites still own 80% of land; land transfer still incomplete
- 22% Blacks without schooling whereas only 4% Whites are
- unemployment highest for Blacks (50%)
- lower unemployment for Asians due to higher completion rate of Grade 12 schooling
- new “poor” Whites come almost entirely from the Afrikaner community who make up 60% of the white population
- Whites control 90% of the economy
- Black economic empowerment (BEE)
- existence of black elite reflects no fundamental change in economic power
- increased access to fresh water, electricity and homes for many Blacks
- claims that Blacks are getting poorer while Whites are getting richer
- recent increase in the Gini coefficient
- health differences
- impact of crime
- gender inequalities
- other relevant points.

15 Marks

Study Theme 3B: The People's Republic of China

QC8 *There is little demand for political reform because of recent gains from economic and social reform.*

Discuss.

Developed, exemplified, balanced and analytical answers may refer to:

- social controls have been loosened and unprecedented economic freedom has been allowed
- increased legal representation
- reduction in waiting time for those qualified to have a second child
- dismantling of the *danwei*
- relaxation of work permit system (*hukou*)
- changes to economic structures/financial rules (eg access to capital)
- growing urban affluence
- growth of middle classes with accompanying lifestyles; right to own private property now written into Constitution; wealth creation is part of being a good Communist
- “Document Number One” aimed at boosting rural incomes (Dec 2004) called for an increase in subsidies and greater government investment in agriculture
- Official aim to create “well-to-do-society” with per capita annual income of \$5000 by 2020; acceptance that this standard will not match West but nonetheless a huge advance as annual per capita income in 2003 was \$1090
- model of Russia’s transition to capitalism not seen as a good one
- carefully controlled experiments in democracy, eg in Ya’an—a municipality of Sichuan province—where party members allowed to select delegates to party congresses through secret ballots
- independent candidates allowed to stand in local elections in Beijing.

However

- no mass movement for political reform in China but growing evidence that Chinese citizens are prepared to challenge the authorities
- urban protests have become increasingly common but politically organised opposition is tiny
- homes of dissidents under police guard
- Chinese Democracy Movement supporters are closely watched, phones bugged and Internet access denied
- village control has been returned to party secretaries from elected village chiefs
- media must not encourage “public intellectuals”
- Chinese Communist Party tolerates no opposition and relies on the support of the armed forces to maintain the status quo
- other relevant points.

15 Marks

Study Theme 3C: The United States of America

QC9 Assess the effectiveness of government policies to reduce economic and social inequalities.

Developed, exemplified, balanced and analytical answers may refer to:

- Affirmative Action programmes affecting minority groups in employment: Outreach, Market Advantage, Targeted Training and Investment Program
- No Child Left Behind Act
- Federal Food Stamp Program—tokens to provide needy with food
- TANF (Temporary Assistance for Needy Families)
- Head Start
- Unemployment Insurance (UI) programme (states set their own rules)
- Medicare (Federal) and Medicaid (State)
- creation of black middle class
- home ownership for Blacks at 48% in 2004—up 6% in 10 years; rate for Latinos similar
- on average, minorities suffer poorer incomes than Whites; accumulated wealth inequalities even greater than income inequalities and growing. However, some groups of Asians, Cubans and Native Americans have higher average incomes than Whites
- biggest determinant of how far you go in life in the USA is how far you go in education; huge income gap between college and non-college educated
- American education financed largely by local property taxes
- only 10% of students in most selective universities come from bottom half of the income scale
- aid to black colleges has been cut at both state and federal level
- budget squeeze on all states between 2001 and 2004 forced them to increase fees at state colleges, traditionally the places attended by the children of less wealthy parents
- Supreme Court ruling that “mechanical” devices such as quotas are not allowed but race may be considered as one factor among others
- Latino teenagers are three times more likely than Whites to drop out of school and twice as likely as Blacks
- between 1975–2001 the share of America’s wealth held by the poorest 20% fell from 4.4% to 3.5%. In the same period, the share held by the richest 20% increased from 43.2% to 50.1%
- Bush proposals for Social Security reform
- other relevant points.

15 Marks

QC10 Assess the effectiveness of the European Parliament in EU decision making.

Developed, exemplified, balanced and analytical answers may refer to:

- European Parliament is “the crucible of a supranational democracy”
- may force the Commission to resign (as it did in 1999)
- may reject the nomination of a new president for the Commission
- has the power of veto over new members and association agreements
- co-decision powers give it the right to amend and veto, but not to initiate, legislation over most of what the EU does
- once seen as only a talking shop, its powers have been expanded. Plays a vital role in shaping everything from business to the environment
- a key power is its control over the EC budget in many areas, including development cooperation
- if approved, an EU constitution would expand its co-decision powers from 39 to 80 policy areas
- reportedly has a say in 80% of the legislation passed in the EU.

However, the Council:

- is the EU decision-maker
- discusses proposals put forward by the Commission, decides what form these proposals should take, amends them if necessary and decides whether or not they should become law
- takes many decisions behind closed doors.
- the co-decision procedure does not apply to either tax matters or foreign policy—it may only give a “non-binding” opinion
- claim that there is no public interest or engagement in the EU Parliament—low turnout (46%) in elections
- other relevant points.

15 Marks

Study Theme 3E: The Politics of Development in Africa

QC11 With reference to specific African countries (excluding RSA):

Government domestic policies have been the main obstacles to economic and social development.

Discuss.

Developed, exemplified, balanced and analytical answers may refer to:

- alleged corruption and mismanagement
- land tenure
- debt accumulation and policies (cash crops, taxation) to finance repayments
- effects on foreign investment of unpredictable enforcement of regulations, uncertain application of laws, lack of confidence in courts and weak protection for rights of property ownership
- education and health policy issues
- war/civil war as a consequence/extension of domestic policies
- effectiveness and appropriateness of different types of foreign generated aid
- terms of trade
- extent of foreign interference in domestic politics
- debt cancellation
- natural disasters
- other relevant points.

15 Marks

QC12 To what extent have there been changes in both the role and membership of NATO?

Developed, exemplified, balanced and analytical answers may refer to:

- no longer the West's cold-war armed club with eyes on the Fulda Gap
- emphasis now on specialist forces, mobility and counter-terrorism as opposed to nuclear and large scale armoured forces
- now in partnership with former potential adversaries
- still committed to the defence of democracy; now assists in establishing a democratic and prosperous Eastern Europe, and bringing Russia into the European Security system
- accepts that member states might need to participate in global peacekeeping duties in order to defend their security interests
- continue to promote stability in Europe by preventing and managing regional conflicts
- now considers requests from the UN to get involved in UN peacekeeping duties on a case by case basis, both within and without the Euro-Atlantic area
- view that having lost its focus as a defensive alliance, it has not found a role with which to replace it; it is too unwieldy to fight terrorism, and is little more than the USA's "cleaning lady", if and when required
- Partnership for Peace preceded admission of Poland, Hungary and the Czech Republic in 1999, thus increasing membership from 16 to 19
- admitted seven more members in 2004, including the three former Soviet Republics of Estonia, Latvia and Lithuania, together with Slovenia, Slovakia, Bulgaria and Romania
- applicant countries include Macedonia, Albania, Croatia and Ukraine
- implications of increased membership
- other relevant points.

15 Marks

[END OF SPECIMEN MARKING INSTRUCTIONS]

ModStds/SQP285

Modern Studies
Higher
Paper 2
Decision Making Exercise
Specimen Question Paper
for use in and after 2007

Time: 1 hour 15 mins

NATIONAL
QUALIFICATIONS

Summary of Decision Making Exercise

You are a leading academic in the field of social policy. You have been asked to prepare a report for the Scottish Executive in which you recommend or reject the proposal to introduce means testing for the provision of personal care for elderly people in Scotland.

Before beginning the task, you must answer a number of evaluating questions (Questions 1-3) based on the source material provided. The source material is:

- SOURCE A:** Caring for the Elderly
- SOURCE B1:** Say "No" to Means Testing Personal Care!
- SOURCE B2:** Say "Yes" to Means Testing Personal Care!
- SOURCE C:** Statistical Information

SOURCE A: CARING FOR THE ELDERLY

Providing care for our elderly is one of the biggest challenges facing today's politicians. The percentage of elderly people in the UK population is projected to grow while that of working age will decline significantly. This has serious consequences for the Welfare State.

- 5 Social Security is the largest item of Government spending, followed by health care. NHS treatment is free at the point of use though with some exceptions. Apart from Child Benefit, most social security benefits are not provided universally. For most benefits the claimant has to have paid National Insurance contributions when working or undergo a "means test" to prove they are entitled to help from public funds.
- 10 The elderly receive a state retirement pension based on their National Insurance contributions. This pension on its own is not adequate to finance a comfortable old age. Many elderly people now have additional pensions. However, those with only the state pension can apply for means tested benefits to help with the cost of living.
- 15 Most elderly people stay in the house they grew old in. Many need personal care to allow them to lead as normal a life as possible. Having assessed their needs, local authorities are responsible for organising care packages for the elderly. These packages involve personal care which includes regular visits by carers to help with washing, dressing and preparing meals. Elderly people who enter sheltered housing or a residential home also receive personal care.
- 20 In 2002, following the recommendations of the Sutherland Report, the Scottish Executive introduced free personal care for all elderly people in Scotland. In other parts of the UK, personal care is still means tested. Even so the majority of elderly people in England do receive free personal care with only the better off having to contribute to their care costs. Nursing care, like other forms of NHS medical care, is provided
- 25 without charge.

The effects of free personal care have been controversial. In Scotland, its take up rate has gone up dramatically, suggesting it is meeting a need but at a reported cost of over £150 million in 2005–2006. Critics argue that these resources are taking away from more pressing priorities and that the Scottish Executive should introduce means testing.

Newspaper Editorial

SOURCE B1: SAY “NO” TO MEANS TESTING PERSONAL CARE!

Free personal care has been a Scottish success story. Our old people deserve it. Throughout their working lives they paid contributions into a Welfare State they believed would provide for them in their old age.

5 It is not realistic to claim that nursing and personal care can be separated. The Sutherland Report was right to say that an elderly person with dementia in a residential home should have their personal care funded in the same way as any elderly NHS hospital patient. Furthermore, the majority of elderly people do not claim those benefits which are means tested. Local authority tenants lose a smaller percentage of their income than owner occupiers even though they are more likely to claim. In
10 England, elderly people with savings have to use them to pay for personal care. Why should they be penalised for thrift? The English system is so complex that health authorities have had to review all long term care cases and pay out £500 million to elderly people who were wrongly assessed.

15 Free personal care is entirely within the original aims of the Welfare State. If its cost is a problem then it can easily be solved. The Scottish Executive has the power to increase Income Tax in Scotland by up to 3p in the pound. It should be prepared to do this for the sake of our old folk rather than expose them to the terrible consequences of means testing!

Patricia Sweeney

SOURCE B2: SAY “YES” TO MEANS TESTING PERSONAL CARE!

Free personal care is not in line with the original aims of the Welfare State. It is not sensible to have one benefit for the elderly paid out universally when others are subject to conditions. Irrespective of where they live in the UK, the elderly should receive identical treatment. Some people want free personal care provided throughout the UK.
5 However, this would cost £1 billion per year and use up resources that could be more usefully spent elsewhere.

15 Many elderly people are comfortably off and well able to pay for their personal care. Those who are less fortunate are already provided for. The elderly already get the biggest share of government spending on benefits despite the fact that a higher percentage of families with children live on very low incomes.

In Scotland, free personal care is not working. The Scottish Executive does not provide local authorities with sufficient funding. There are too few places in local authority residential homes. Places in private residential homes are too expensive for many. This aggravates bed blocking in NHS hospitals at huge extra cost to the taxpayer.

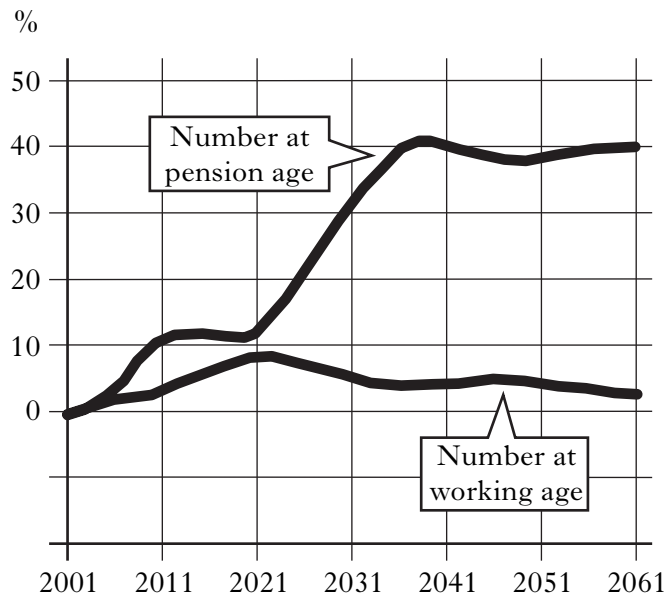
20 Scottish politicians should accept they made a huge mistake when they introduced free personal care for the elderly. There is no doubt that means testing represents best value. It is time to stop spending millions of pounds on people who do not need financial help and instead target resources on those who do.

Edwin Hughes

[Turn over for Source C on Pages four and five

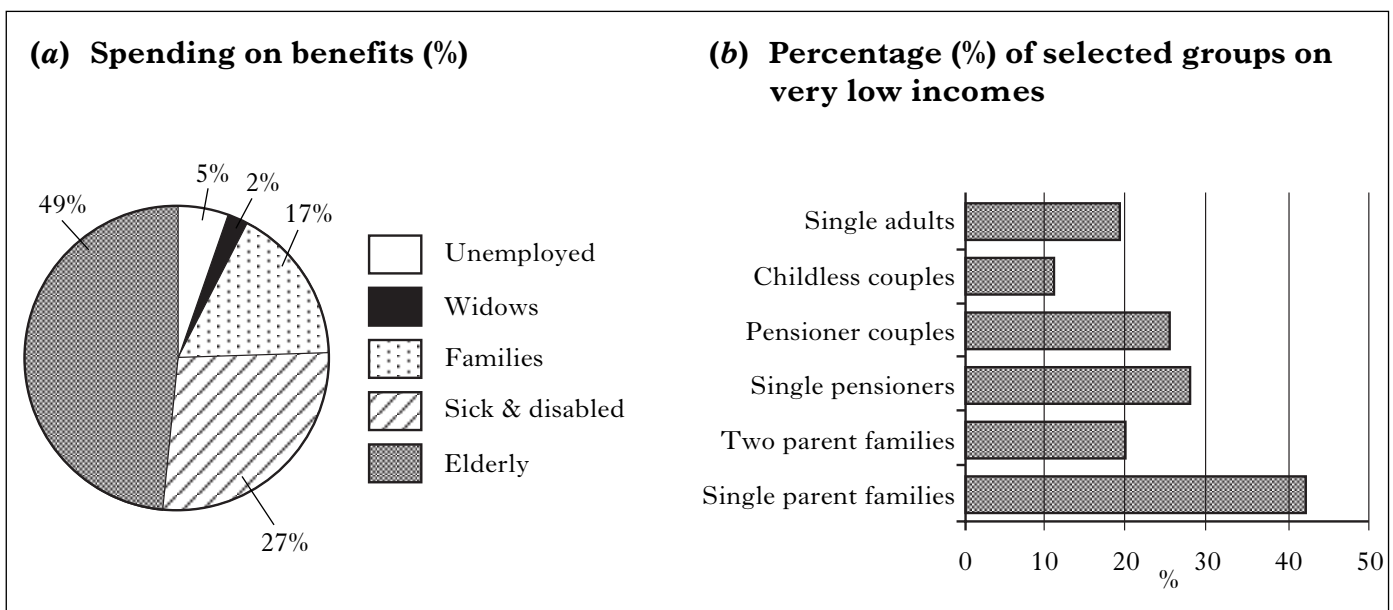
SOURCE C: STATISTICAL INFORMATION

SOURCE C1: Estimated % increases within the UK population



Source: House of Lords Economic Affairs Committee

SOURCE C2: Benefits and income for certain groups in the UK



Adapted from Social Trends

SOURCE C3: Take up of means tested benefits by the elderly

	Claiming all their Entitlement	Claiming some Entitlement	Claiming no Entitlement	% Effects on Income*
Local Authority/ Housing Association tenant	78	15	8	-41.1
Owner occupier	45	10	45	-12.8
All pensioners	64	13	23	-25.6

* of not claiming full entitlement

Adapted from a Family Resources Survey

DECISION MAKING EXERCISE

QUESTIONS

Marks

Questions 1 to 3 are based on Sources A to C on pages 2–4. Answer Questions 1 to 3 before attempting Question 4.

In Questions 1 to 3, use only the Sources described in each question.

Question 1 Use only Source C1 and Source A.

Give evidence for and against the view in the newspaper editorial. 2

Question 2 Use only Source C2(a), Source C2(b) and Source B2.

To what extent has Edwin Hughes been selective in the use of facts? 4

Question 3 Use only Source C3 and Source B1.

To what extent does the evidence support Patricia Sweeney? 4
(10)

Question 4

DECISION MAKING TASK

You are a leading academic in the field of social policy. You have been asked to prepare a report for the Scottish Executive in which you recommend or reject the proposal to introduce means testing for the provision of personal care for elderly people in Scotland.

Your answer should be written in a style appropriate to a *report*.

Your report should:

- recommend or reject the proposal to means test personal care for elderly people in Scotland
- provide arguments to support your decision
- identify and comment on any arguments which may be presented by those who oppose your decision
- refer to all the Sources provided

AND

- must include relevant background knowledge.

The written and statistical sources which have been provided are:

SOURCE A: Caring for the Elderly

SOURCE B1: Say “No” to Means Testing Personal Care!

SOURCE B2: Say “Yes” to Means Testing Personal Care!

SOURCE C: Statistical Information

(20)

Total: 30 Marks

[END OF SPECIMEN QUESTION PAPER]

ModStds/SQP285

Modern Studies
Higher
Paper 2
Decision Making Exercise
Specimen Marking Instructions
for use in and after 2007

NATIONAL
QUALIFICATIONS

Decision Making Exercise

Questions 1 to 3 are based on Sources A to C on pages 2–4. Answer Questions 1 to 3 before attempting Question 4.

In Questions 1 to 3 use only the Sources described in each question.

Question 1 Use **only** Source C1 and Source A.

Give evidence for and against the view in the newspaper editorial.

Source A states that the percentage of elderly is projected to grow which C1 confirms. Source A also states that the percentage of working age will decline significantly which Source C1 does not confirm.

2

Question 2 Use **only** Source C2(a) and Source C2(b) and Source B2.

To what extent has Edwin Hughes been selective in the use of facts?

Edwin states that the elderly get the biggest share of government spending on benefits which C2(a) confirms. He also states that a higher percentage of families with children live on very low incomes. C2(b) shows that this is true of single parent families but not true of two parent families.

4

Question 3 Use **only** Source C3 and Source B1.

To what extent does the evidence support Patricia Sweeney?

Patricia states that the majority of elderly people do not claim means tested benefits. Source C3 shows that a majority of pensioners do claim these benefits. Patricia also states that local authority tenants lose a smaller percentage of their income than owner occupiers though they are more likely to claim. Source C3 shows a –41.1% loss for tenants compared to –12.8% for owner occupiers but also shows that a higher percentage of tenants claim benefits.

4
(10)

Question 4

You are a leading academic in the field of social policy. You have been asked to prepare a report for the Scottish Executive in which you recommend or reject the proposal to introduce means testing for the provision of personal care for elderly people in Scotland.

- Zone mark: D = 9 C = 10–11 B = 12–13 A = 14+
- Use the full range of marks up to and including 20.
- Do not overcredit answers that simply describe the source material in isolation.

Credit

- An introduction that indicates an awareness of the role to be adopted and makes a clear recommendation.
- Developed arguments in support of the recommendation.
- Identification of, comment on, and rebuttal of counter arguments.
- Synthesis of the Source information.
- Provision and use of appropriate background knowledge.
- An overall conclusion.
- A style appropriate to a report (sub-headings, chapters, etc).

Accept but do not “check-list” Source development:

For the proposal

- Inconsistency of approach to benefits provision.
- Cost of free care in Scotland and projected cost if it were made free throughout UK.
- Need to fund other more pressing priorities.
- Elderly already receive large % of public spending.
- Problems over delivery of free care in Scotland.
- Means testing is an efficient use of resources.
- Over half of pensioners do claim means tested benefits.

Against the proposal

- Elderly expect/deserve help from the Welfare State.
- Increased take up rate indicates a real need for free care.
- Evidence of Sutherland report—unrealistic to separate personal from medical care which is free at the point of use.
- Significant numbers of old people do not claim means tested benefits; effects on pensioners’ incomes.
- Discourages saving.
- Problems over means testing in England.
- Possible use of extra 3p/£ income tax under devolution.

Question 4 (continued)

Credit but do not “check-list” relevant background knowledge.

Note that development from the sources can involve background knowledge.

Credit exemplification

- Possible conflict with the original aims of the Welfare State.
- Reference to other priorities within the NHS and Social Services.
- Differences between and within political parties, eg Blairite Labour in England and more traditional Labour in Scotland.
- Demographic “time bomb” and its effects.
- Further development of the Sutherland report.
- Political importance of the elderly—the “grey vote”.
- Case studies of the elderly and their problems.
- Media reports.
- Personal experience.
- Other valid points.

(20)

[END OF SPECIMEN MARKING INSTRUCTIONS]