



**SQ32/H/01**

**Modern Studies**

Date — Not applicable

Duration — 2 hours and 15 minutes

**Total marks — 60**

**SECTION 1 — DEMOCRACY IN SCOTLAND AND THE UNITED KINGDOM—20 marks**

Attempt Question 1 and EITHER Question 2(a) OR 2(b)

**SECTION 2 — SOCIAL ISSUES IN THE UNITED KINGDOM—20 marks**

Part A Social inequality in the United Kingdom

Part B Crime and the law in the United Kingdom

Attempt Question 1 and EITHER Question 2(a) OR 2(b) OR 2(c) OR 2(d)

**SECTION 3 — INTERNATIONAL ISSUES—20 marks**

Part A World powers

Part B World issues

Attempt EITHER Question 1(a) OR 1(b) OR 1(c) OR 1(d)

Write your answers clearly in the answer booklet provided. In the answer booklet, you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



## SECTION 1 – DEMOCRACY IN SCOTLAND AND THE UNITED KINGDOM – 20 marks

Attempt Question 1 and EITHER Question 2(a) OR 2(b)

### Question 1

Study Sources A and B below and opposite then attempt the question that follows.

#### SOURCE A

##### The 2010 General Election televised debates

The 2010 General Election witnessed the first live television debates between leaders from each of the three main UK parties – Conservatives, Labour and the Liberal Democrats. Cameron, Brown and Clegg all hoped to visually connect with voters during a tightly fought campaign nicknamed the ‘digital election’.

Before the first-ever debate of its kind, an Ipsos MORI poll revealed 60% of those voters surveyed felt the TV debates would be important to them in helping decide the way they would vote. The performance of the candidates during the debates could also have the potential to alter the way the media would handle coverage of each of the leaders and their parties. Following the debates, a range of polls suggested Nick Clegg had won convincingly, with many voters indicating they would switch to the Liberal Democrats. The success of Nick Clegg led to claims of ‘Cleggmania’ and a prediction of a historic increase in the number of seats for the Liberal Democrats.

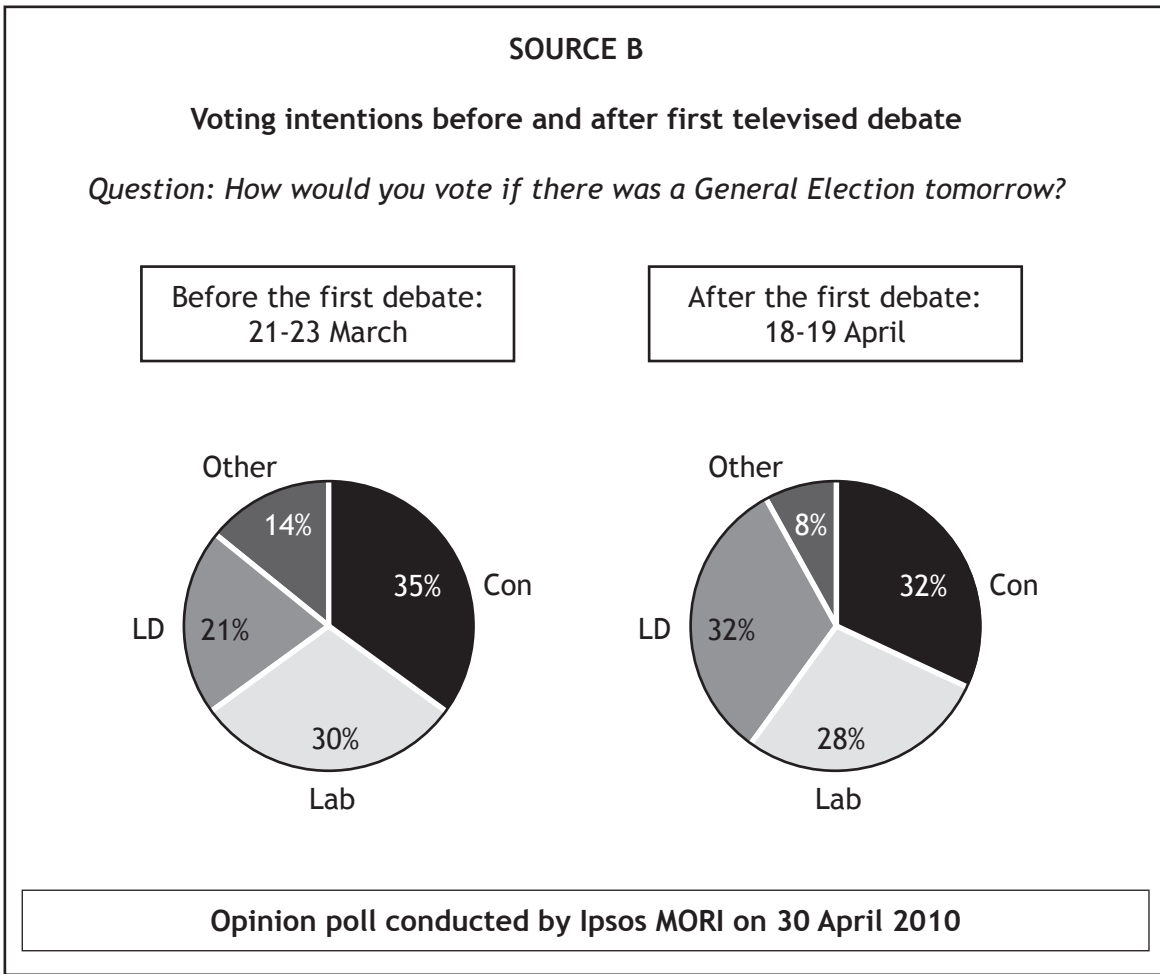
A second survey conducted after the election by an independent polling organisation found the leaders’ TV debates changed the voting intentions of more than a million voters. Put another way, the results indicated that the debates altered the voting behaviour of more than 4% of the electorate. Also, it could be argued that TV coverage of the leaders’ debate motivated thousands of voters to use their vote when otherwise they may not have done. In some parts of the country there was a rise of 17% in younger voters indicating that they would turn out to vote. On the other hand, it could be argued that the TV debates only reinforced the existing views most people had.

A third survey from the British Election Study 2010 found 9.4m people watched the first live debate on ITV, 4.5m watched the second debate on Sky and 8.5m the final debate on the BBC. After the second debate, polling figures suggested Cameron and Clegg were joint winners. After the third debate, polling figures suggested Cameron was the winner. Overall, the results from this study appeared to suggest 12% of voters changed their mind about which party to vote for as a consequence of watching the TV election debates.

After the polling stations closed and the votes were counted, it was found that no one party had an overall majority in the House of Commons. The Conservatives obtained the largest share of the overall vote polling 36% (up 3.7% from 2005), Labour attracted 29% of the vote (down 6.2% from 2005) and the Liberal Democrats 23% (up 1% from 2005).

(Adapted from various sources)

Section 1 Question 1 (continued)



Attempt the following question, using **only** the information in Sources A and B opposite and above.

To what extent is it accurate to state that the televised debates had a significant impact on voting intentions?

## Section 1 (continued)

Attempt EITHER Question 2(a) OR 2(b)

## Question 2

(a)

*One aim of an electoral system is to provide fair representation.*

Evaluate the effectiveness of an electoral system you have studied in providing fair representation.

You should refer to electoral systems used in Scotland or the United Kingdom or both in your answer.

12

OR

(b)

*One role of parliamentary representatives is to hold the government to account.*

Evaluate the effectiveness of parliamentary representatives in holding the government to account.

You should refer to parliamentary representatives in Scotland or the United Kingdom or both in your answer.

12

## SECTION 2 – SOCIAL ISSUES IN THE UNITED KINGDOM – 20 marks

Attempt Question 1 and EITHER Question 2(a) OR 2(b) OR 2(c) OR 2(d)

### Question 1

Study Sources A, B and C then attempt the question which follows.

#### SOURCE A

##### Social exclusion

Social exclusion is a term used to describe a person or group that lacks sufficient income to play a full part in society. For example, those socially excluded may not have enough money for special celebrations such as birthdays, for toys and books for children or for warm winter clothing. Those people experiencing social exclusion are most likely to be affected by low income, poor health, unemployment, fuel poverty and poor housing. The problems linked with social exclusion are something that both the Scottish and UK governments have been concerned to address in recent years.

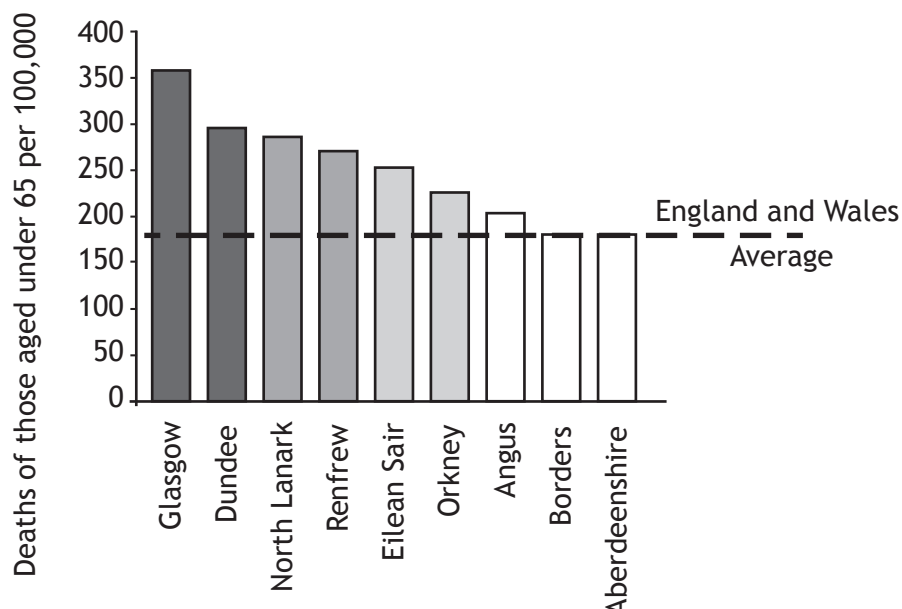
Generally, although Scots are living longer, premature death and crime rates are falling and unemployment rates have also started to fall. However, social exclusion continues to impact on the lives of many Scottish citizens. The wealthiest groups in Scotland continue to lead better lives and the gap between the best and worst off in Scotland continues to widen.

Those who are worst off in Scottish society are less likely to access health services than those who are better off and usually have higher death and illness rates. Low life expectancy rates and long-term illness are often strong indicators of people experiencing social exclusion.

Evidence suggests that those people suffering social exclusion are not equally spread across Scotland. There are significant differences in health, earnings, crime and employment levels between Scottish local authorities and between urban and rural areas.

#### SOURCE B

Premature death rates for people under 65 years of age by selected Scottish local authority area per 100,000



Section 2 Question 1 (continued)

SOURCE C

Social and economic data from selected Scottish local authorities

Rural areas	Urban areas
<p><b>Aberdeenshire</b></p> <ul style="list-style-type: none"> <li>• Average gross earnings per week: £570.60</li> <li>• Unemployment rate: 1.5%</li> <li>• Crime rate per 10,000 people: 286</li> <li>• Employment rate: 79.6%</li> <li>• Life expectancy: 78.2 years</li> <li>• Long-standing illness: 11%</li> <li>• National percentage share of the poorest parts of the country: 0%</li> </ul>	<p><b>Dundee City</b></p> <ul style="list-style-type: none"> <li>• Average gross earnings per week: £483.30</li> <li>• Unemployment rate: 5.9%</li> <li>• Crime rate per 10,000 people: 616</li> <li>• Employment rate: 68.4%</li> <li>• Life expectancy: 73.9 years</li> <li>• Long-standing illness: 17%</li> <li>• National percentage share of the poorest parts of the country: 5.8%</li> </ul>
<p><b>Borders</b></p> <ul style="list-style-type: none"> <li>• Average gross earnings per week: £430.11</li> <li>• Unemployment rate: 3.3%</li> <li>• Crime rate per 10,000 people: 281</li> <li>• Employment rate: 73.1%</li> <li>• Life expectancy: 77.5 years</li> <li>• Long-standing illness: 12%</li> <li>• National percentage share of the poorest parts of the country: 0.3%</li> </ul>	<p><b>Glasgow City</b></p> <ul style="list-style-type: none"> <li>• Average gross earnings per week: £506</li> <li>• Unemployment rate: 5.8%</li> <li>• Crime rate per 10,000 people: 889</li> <li>• Employment rate: 63.8%</li> <li>• Life expectancy: 71.6 years</li> <li>• Long-standing illness: 22%</li> <li>• National percentage share of the poorest parts of the country: 45%</li> </ul>

Attempt the following question, using **only** the information in Sources A, B and C opposite and above.

What conclusions can be drawn about social exclusion in Scotland?

You must draw conclusions about:

- the links between social exclusion and health
- the links between social exclusion and local authority area

You must give an overall conclusion on social exclusion in Scotland.

**Section 2 (continued)**

Attempt **EITHER** Question 2(a) **OR** 2(b) **OR** 2(c) **OR** 2(d)

**Question 2****Part A: Social inequality in the United Kingdom**

Answers may refer to Scotland **or** the United Kingdom **or** both.

- (a) Analyse government policies to tackle inequalities that affect a group in society. **12**

**OR**

- (b) Analyse the different lifestyle choices that may result in poor health. **12**

**OR**

**Part B: Crime and the law in the United Kingdom**

Answers may refer to Scotland **or** the United Kingdom **or** both.

- (c) Analyse government policies to tackle crime. **12**

**OR**

- (d) Analyse the ways in which the victims of crime are affected. **12**

## SECTION 3 – INTERNATIONAL ISSUES – 20 marks

Attempt EITHER Question 1(a) OR 1(b) OR 1(c) OR 1(d)

## Question 1

## Part A: World powers

- (a) *The political system provides an effective check on the government.*  
Discuss with reference to a world power you have studied. 20

OR

- (b) To what extent does a world power you have studied have influence in international relations? 20

OR

## Part B: World issues

- (c) *International organisations have been successful in resolving a significant world issue.*  
Discuss with reference to a world issue you have studied. 20

OR

- (d) To what extent has a world issue you have studied had an impact in different countries? 20

[END OF SPECIMEN QUESTION PAPER]

*Acknowledgement of Copyright*

Section 1, Source B Chart is adapted from “National Voting Intention: the impact of the first debate - How would you vote if there were a General Election tomorrow” taken from “General Election 2010, The Leaders’ Debates, The worms’ final verdict - lessons to be learned” 30 April 2010. Reproduced by kind permission of Ipsos MORI.