



Modern studies

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AFTER one or two long years of study you have now reached the end stage: The Exam. But don't panic, this guide will help you prepare for the day. It's time to be prepared and be positive. You need to know the level of exam you are sitting, when it is, where it is and at what time it starts and how long it lasts. If you don't know, ask your teacher now.

HELPFUL HINTS:

- Make a study timetable and stick to it.
- Plan to work for around 30 minutes at a time.
- Try to have sessions in the morning, afternoon and evening.
- Try past-paper questions and time yourself.
- Take regular breaks and get fresh air.
- Help to remember things by sticking notes everywhere – on the TV, bedroom door, etc.

There should be a clock in the exam hall, but if possible take your own watch with you: time management is crucial. Also, have a pen and a spare with you (and highlighters if you like). You'll be writing for one to two hours, so have a bottle of water, if allowed. There's no need for sweets or fizzy drinks. Most of all, arrive in good time and don't be afraid to ask for more paper during the exam. When you start on your last sheet put up your hand and ask for more before you run out.

Best advice: don't panic, start to prepare now.

STANDARD GRADE

You have studied four Topics, or Syllabus Areas, in the two years you have been studying Standard Grade Modern Studies. In each exam you have to answer four questions, each related to a different Syllabus Area. For example:

Question	Syllabus area
1	Living in a democracy
2	Changing society
3	Ideologies
4	International relations

You will sit two exams, a General exam and either a Credit or a Foundation exam. Make sure you know which papers you are sitting and turn up in good time. The Foundation exam lasts one hour, the General one-and-a-half hours and the Credit two hours.

Each exam has four questions and each question has several parts, some worth more marks – and therefore more time – than others. Each question has both Knowledge and Understanding (KU) and Enquiry Skills (ES) parts.

KU questions make up 40% of the overall mark and ES questions make up 60% of the overall mark. Each KU question is based on a concept. You need to know the concepts: **Participation; Equality; Power; Representation; Need; Ideology; Rights and Responsibilities**

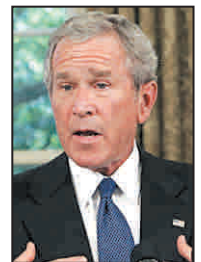
Helpful Hint: if you are running out of time in the exam, complete any remaining ES questions before the KU ones.

Credit Level Example (KU) 2007, Question 2(a): *Some families are unable to meet the needs of their children. Explain, in detail, the reasons why some families are unable to meet the needs of their children.*

The concept in this question is **need**. The question is worth six marks, so you are required to use your understanding of this concept to give three points and explain them fully with relevant examples in your answer. So, think: Points, Explain and Examples, or PEE.

Some needs that families have are financial, emotional, physical and developmental. So, your answer could include the following points:

- Some families are unemployed, relying on benefits and surviving on a low income, so cannot afford a nutritionally balanced diet (financial need).
- Some families are led by single parents who work long hours, and so the emotional needs of the children are not being met (emotional need).
- Some parents do not have access to their children, which prevents them meeting the emotional needs of their children (emotional need).
- Some parents may have a disability that means they cannot meet the physical needs of their children (physical need).
- Some parents cannot meet the developmental needs of their children due to a lack of education (developmental need).



Saddam Hussein and President Bush are among the most controversial figures to cross the student's path in studying for a Modern Studies exam

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Using these, your answer could start like this: *Parents may be unemployed and rely on benefits or live on a low income. [point] This makes it difficult for them to meet the financial needs of their children because they may not be able to afford to buy a nutritious diet. [explanation] An example could be a single-parent family. [example]*

General Level Example (KU) 2006, Question 3 (a):

The American people can use the media to criticise the government. Describe two ways the American people can use the media to criticise the government. In your answer you must use American examples.

The concept in this question is **participation**. The question is worth four marks, therefore you need to use your understanding of this concept to describe two points (P) by explaining (E) them with relevant examples (E) in your answer.

Your answer could include any of the following points:

- Writing to letters pages/editor of local and national newspapers, such as The New York Times or USA Today, to complain about a topical issue such as the war in Iraq.
- Taking part in local radio phone-ins to criticise a decision taken by a key political figure..
- Tell the local media about a planned demonstration to encourage them to cover it.
- Use the internet to set up a website and to email their representatives at all levels.

So your answer could start like this: *An American person could write a letter to a local or national newspaper such as USA Today. [point] By doing this they could criticise the government and complain about their handling of an issue such as the war on Iraq. [example/explanation]*

General Level Example (KU) 2006, Question 3 (b):

Study the information below, then answer the question which follows.

Cigarette Smoking Among Selected Groups in the USA

	1990 (%)	2001 (%)
All males	28.0	24.7
White males	27.6	24.9
Black males	32.8	27.6
All females	22.9	20.8
White females	23.5	22.1
Black females	20.8	17.9
US Average	25.3	22.7

"In the USA, men are less likely to smoke than women. The smallest drop in smoking has been among white females." (Nancy Holstein)
Using only the information above, give one reason to support and one reason to oppose the view of Nancy Holstein.

Helpful Hint: This question uses enquiry skills and is for four marks, so you need two paragraphs. There are two sentences in Holstein's view, read each sentence carefully and deal with them one at a time. There is information in the source to support one of the sentences in the view and information in the source to oppose the other. Be careful, you must match each sentence to the correct information in the source for full marks. Here are examples:

Reason to support the view that *"the smallest drop in smoking has been among white females"*:

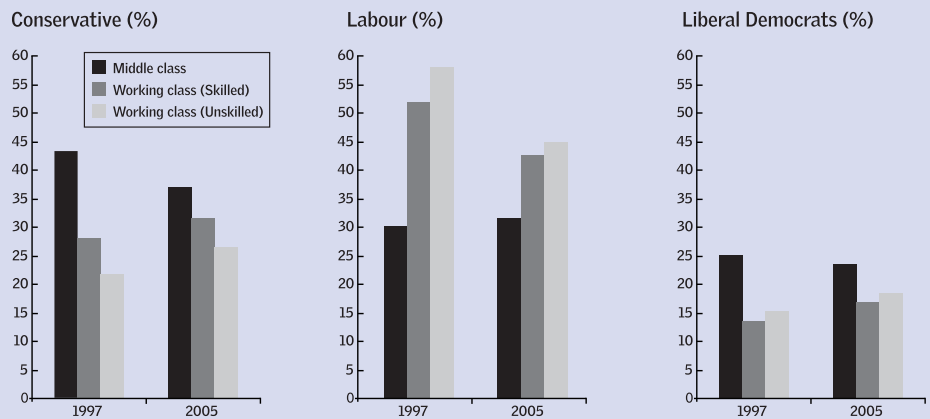
- Evidence to support this is that in 1990, 23.5% of white females smoked but by 2001 the figure

Credit Level Example (ES) 2007 Q1c

The UK result			
Party	Vote(%)	MPs	Seats(%)
Cons	32	198	31
Labour	35	356	55
Lib Dem	22	62	10
SNP	2	6	1
Others	9	24	3

Scotland			
Party	Vote(%)	MPs	Seats(%)
Cons	16	1	2
Labour	39	41	69
Lib Dem	23	11	19
SNP	18	6	10
Others	4	0	0

Source 1: UK general election 2005; Selected Results



Source 2: UK general elections 1997 and 2005. Support for selected parties by social class

Question:

Study Sources 1, 2 and 3 above. Explain the extent to which Karen Mitchell could be accused of being selective in the use of facts.

Answer: To answer this question you must be sure what the term *selective in the use of facts* means and what *the extent to which* means.

Selective = choose	Facts = source
Karen is only choosing the facts (sources) that back up her view.	

the extent to which = by how much	to a large extent or to a small extent
Therefore the question means "by how much is Karen choosing the facts (sources) that back up her view or put another way, how much is Karen's view accurate or inaccurate?" You need to decide if it is largely inaccurate or slightly inaccurate. If it is largely inaccurate she is being selective to a large extent. If it is slightly inaccurate she is being selective to a small extent.	

Helpful Hint: The extent of selectivity can vary with each sentence in the view. This is because the sources show that some sentences are largely inaccurate while others are only slightly inaccurate. You have not to prove that Karen's viewpoint is totally inaccurate or wrong but to what extent each sentence or statement is inaccurate or wrong.

Helpful Hint: To help you, mark the facts in the sources that are accurate and inaccurate in different coloured

highlighters or underline them and write A for Accurate or I for Inaccurate next to them on the exam paper.

Helpful Hint: This question is for 8 marks so you need four paragraphs each with a clear link between Karen's view and the sources. Be careful, if you do not make a clear link between what she says and the sources you will not get full marks. Also, you must comment on the extent of selectivity either by making one overall conclusion at the end of your answer or a conclusion for each part of what she says, otherwise you will not get full marks.

Examples of links and extent of selectivity:

Karen Mitchell says: *"The Conservative Party did badly in all areas of the country."*

In Source 1 we can see that:

- In Scotland they did very badly with only 16% of the vote and 2% of the seats. They came fourth behind Labour, Liberal Democrats and the SNP. (Largely accurate).
- In Wales they also did badly with only 8% of the seats, well behind Labour and the Liberal Democrats. (Largely accurate).
- In the UK they did better, coming within 3% of Labour in terms of % vote, but still well behind in number of MPs. (Slightly inaccurate).
- In England they did well and actually got more votes than Labour. However, they got far fewer MPs. (Slightly inaccurate).

Therefore, Karen Mitchell is being **selective to a small extent**, as it was only in England that they

Wales			
Party	Vote(%)	MPs	Seats(%)
Cons	21	3	8
Labour	43	29	72
Lib Dem	18	4	10
Plaid Cymru	13	3	8
Others	5	1	2

England			
Party	Vote(%)	MPs	Seats(%)
Cons	35.7	194	37
Labour	35.5	286	54
Lib Dem	22.9	47	8
Others	5.9	2	1

Age Range	Cons. (%)		Labour (%)		LibDems (%)	
	1997	2005	1997	2005	1997	2005
18-24	25	24	50	42	17	26
24-34	27	24	50	42	17	26
35-64	31	33	43	38	18	22
65+	38	42	42	35	15	18

Source 3: UK general election 1997 and 2005. Support for selected parties by age range

The Conservative party did badly in all areas of the country. The Liberal Democrats, on the other hand, are the only party whose support increased amongst different age ranges and within different social classes compared with other parties, between 1997 and 2005

The view of Karen Mitchell

did well, and only in % of votes (accurate), not in the number of MPs (inaccurate).

Karen Mitchell says: "The Liberal Democrats, on the other hand, are the only party whose support increased amongst different age ranges ... compared with other parties, between 1997 and 2005."

In Source 3 we can see that:

- The Liberal Democrats increased their support in all four age groups shown. (Largely accurate).
- Support for the Labour Party fell in all four of the age groups. (Largely accurate).
- The Conservative Party had a decrease in two of the age groups, but did better in both the 35-64 and the 65+ age ranges. (Slightly inaccurate).

Therefore, Karen Mitchell is being **selective to a small extent**. She is accurate in what she says with the exception of two age groups for the Conservative Party.

Karen Mitchell says: "The Liberal Democrats, on the other hand, are the only party whose support increased within different social classes compared with other parties, between 1997 and 2005."

In Source 2 we can see that:

- Support for the Liberal Democrats increased in all three social classes shown. (Largely accurate).
- Support for Labour decreased from both the Working Class (Skilled) and the Working Class (Unskilled), but increased from the Middle Class. (slightly inaccurate).
- The Conservative Party got less support from the Middle Class, but increased support from

both the Skilled and Unskilled Working Class. (Largely inaccurate).

Therefore, Karen Mitchell is being **selective to a large extent** because although it is true that the Liberal Democrats increased their support within all social classes, it is also true that both the Labour and Conservative parties did see some increased support from certain social class groups.

Your answer could include the following paragraph:

Karen could be accused of being selective in the use of facts to a large extent when she says: "The Liberal Democrats, on the other hand, are the only party whose support increased within different social classes compared with other parties, between 1997 and 2005" because according to Source 2 whilst the Liberal Democrats' support did increase among all the social classes, Labour's support increased from the middle class and the Conservative support increased from both the working class (skilled) and working class (unskilled). Therefore, the Liberal Democrats are not the only party whose support increased amongst different social classes.

An overall conclusion at the end of your answer could be:

Overall, Karen is being selective to a small/large extent in the use of facts, as there is evidence to show that the Conservatives did not do badly in all areas of the country, and that other parties apart from the Liberal Democrats did get increased support from different age and social class groups in society.

had gone down to 22.1%, a fall of 1.4%. This was the smallest drop in figures, the next smallest being 2.7% for white males.

Reasons to oppose the view that "men are less likely to smoke than women":

- The evidence to oppose this is that in 2001, 24.7% of males smoked, against only 20.8% of females.

- In both 1990 and 2001 the smoking percentage for all groups of men was higher than all groups of women.

General Level Example (ES) 2006, Question 3 (d):

Study the timeline below then answer the question which follows:

DATE	EVENT
September 11, 2001	Nearly 3000 people are killed when two airliners are hijacked by Al Qaeda terrorists and are crashed into the World Trade Centre in New York
October, 2001	American and allied troops invade Afghanistan to remove the Taliban government and destroy Al Qaeda forces in that country
February, 2003	Khalid Mohammed, a suspected terrorist and chief planner of the September 11 attacks is captured in Pakistan
March, 2003	Thousands of US troops and their allies invade Iraq to remove the government of Saddam Hussein. He is accused of helping terrorist groups and of making weapons of mass destruction
December, 2003	Saddam Hussein is captured near Baghdad. It is expected that he will be charged with many crimes
July, 2005	Terrorist bombs explode on a bus and on a number of underground passenger trains in the city of London. Many people are killed and injured

Since September 11 2001, US troops have only invaded one country. In that time terrorists have killed more innocent people. America is the only country to suffer from terrorist attacks. Some important people have been captured in the war against terror.

Statements by an American journalist.

Using only the information above write down two statements made by the American journalist which are exaggerated.

Using the timeline, give one reason why each of the statements you have chosen is exaggerated.

You are required to detect exaggeration and provide explanations. This **enquiry skills** question is worth four marks, therefore you must write down two exaggerated statements with the correct reasons. For example:

First Exaggerated Statement: Since September 11 2001, US troops have only invaded one country.

Reason: The timeline shows that US forces have invaded two countries – Afghanistan in October 2001 and Iraq in March 2003.

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The aftermath of the London bombing

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Second Exaggerated Statement: America is the only country to suffer from terrorist attacks.

Reason: In July 2005 terrorists also attacked London by exploding bombs on a bus and on the Underground.

INTERMEDIATE 2

In the Intermediate 2 exam you must answer three questions, one from each section of the paper.

Helpful Hints: The questions in one section will each have four parts, while in the other two sections they will have three parts. Read the instructions on the front cover of the examination paper. They will tell you in which section the questions have four parts. You should answer all parts of each question you do.

It is important that you manage your time so you can finish the paper. You will have two hours, so that's about 40 minutes per question. Some questions in Section C are worth eight marks so make sure you leave enough time to attempt these without running out of time.

You will answer two types of question: LO1 (Knowledge & Understanding) questions and LO2 (Evaluating) questions. Make sure you know the difference. In LO1 (a) questions you must describe in detail. In LO1 (b) questions you must give explanations, show causation or give a balanced argument. Make sure you know the difference, because in LO1 (b), if you just describe with no explanation you will not pass.

In LO2 questions you must use information in given sources to draw conclusions, make decisions, support or oppose a point of view or explain selectivity in the use of facts. Expect three sources in each of these questions, made up of written information, statistics in the form of tables, graphs or charts and fact files. You must use all sources and try to link information across them to gain full marks.

Intermediate Two Example LO1 (a) 2007, Question 1(a)

MSPs can represent their constituents in the Scottish parliament in a number of ways. Describe, in detail, two ways MSPs can represent their constituents in the Scottish parliament.

This question is worth four marks. Your answer may include the following points:

- Asking questions at question time.
- Speaking in debates.
- Attempting to introduce a member's bill.
- Lobbying executive members.
- Working with other MSPs representing the same area.
- Working in committees.

Using these, your answer could start like this:

One way MSPs can represent their constituents in the Scottish parliament is by asking a question at first minister's question time on behalf of them. This usually takes place every Thursday when the parliament is sitting. An MSP could ask the first minister a question about hospitals in the area, since this is a devolved matter.

Helpful Hint: the question asks for two ways, so make sure you give two ways for full marks.

Intermediate 2 Example LO1 (b) 2007, Question 3(b)

Reducing poverty in the United Kingdom is an important government policy. Explain, in detail, why reducing poverty in the United Kingdom is an important government policy.

This question is for eight marks, so you should give four ways for full marks. Your answer may include the following points:

- Because of the link between poverty and ill-health.
- The poverty gap in life expectancy.
- Higher incidence of disease in lower socio-economic groups.
- Poverty leads to poor housing conditions.
- Too many children living in poverty.
- To improve health by ensuring every family can afford a healthy diet.
- To reduce social exclusion and promote equal educational opportunities.
- To reduce crime; many link crime to poverty.
- Benefits to government of lower public spending on welfare.

Using these, your answer could start like this:

Reducing poverty is an important government policy as poverty is linked to ill-health and have lower life expectancy than those not in poverty. This could be because the poor live in poorer-quality housing.

HIGHER PAPER 1

In Paper 1 you have one hour and 30 minutes to answer four questions, each for 15 marks. You can answer either:

one question from Section A, one question from Section B and two questions from Section C;

or you can answer

two questions from Section A, one question from Section B, and one question from Section C.

Some pupils run out of time and don't complete or don't begin a fourth question. You should give yourself enough time to answer all four questions. Whatever way you choose you have about 22 minutes to answer each question for a total of 60 marks.

Helpful Hints:

- Answer the question that is asked and refer to the question in each paragraph.
- Integrate your KU with analysis. Avoid descriptive answers.
- Do not just list points. You must expand and explain.
- Use appropriate terminology.
- Give a brief plan. This will help to structure your answer.
- Use relevant and up-to-date information for examples.
- Do not personalise an answer, eg "I think ..."
- Give a balanced and informed answer with a well-developed conclusion.

What's in a good answer?

- Introduction: appropriate and linked to the question.
- Content: a range of issues covered, relevant, accurate and up to date.
- Evidence: clearly links to the question and is balanced.
- Style: well-planned, balance between narrative and analysis, effective use of relevant examples.
- Conclusion: make sure it is valid, relevant and supported by evidence. You may have implicit conclusions throughout the essay.

The introduction is very important. The best ones concisely introduce what will be mentioned in the main body of the essay.

The main body of each essay should address the issue directly. This means you should answer the question asked, not write out a prepared answer to a similar one that you hoped would be asked. Your head will be full of knowledge and understanding (KU) and the temptation is to download it all on to the page to show off. Don't. Be selective and choose the KU that is relevant to the question.

Your conclusion should be concise and to the point. Avoid merely repeating what you have already written.

For good marks your essay must integrate knowledge and understanding with analysis, and it must show balance. Avoid descriptive answers and the temptation to use the "for and against" format. Remember, use words like: *however; nevertheless; on the other hand; despite this*. By doing this you will be forced into analysis and will indicate balance to the examiner.

Typical exam questions may use the following phrases:

Assess the impact of ... ; Critically examine ... ; Discuss ... ; To what extent ... ; Examine the effectiveness ...

Example Question:

Its political system has all the features of a democracy but South Africa has become a one-party state. Discuss.

Example Answer: Introduction:

To a limited extent, South Africa is becoming a one-party state or elected dictatorship even though it has all the trappings of a highly democratic country.

Example Answer: Conclusion:

Fears have been expressed that the ANC has too much control of South Africa and is making it into a one-party state. However, the people have shown in three elections that the ANC is the party they want to run South Africa, and to date the ANC has allowed South Africa's democratic institutions to flourish, although not always easily accepting criticism.

MODERN STUDIES TIMETABLE	
Level/Paper	Time
Thursday May 22	
Foundation	9am-10am
General	10.20am-11.50am
Credit	1pm-3pm
Thursday May 29	
Intermediate 1	9am-10.30am
Intermediate 2	9am-10.30am
Higher - Paper 1	9am-10.30am
Higher - Paper 2	10.50am-12.05pm



South Africa's people have chosen the ANC to rule their country. But has it become a one-party state?

Example Question:

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

Example Answer: Main Body:

Women have achieved greater equality in the workforce [statement]. In 1983 men were employed in 2.5 million more jobs than women. By 2003 there were almost the same number of men and women in jobs. [evidence] However, women are still more likely to work in the lower-paid sectors of the economy. In 2004 men in full-time jobs had average earnings of £24,300, while for women it was £18,500. In banking and finance, the pay gap is 44%.

Example Question:

To what extent is social class the most important influence on voting behaviour in the UK today?

Example Answer: Conclusion:

There is evidence from recent elections in the UK that social class has a major influence on voting behaviour although the degree of influence is declining. Other, short-term factors such as the media and specific issues are becoming increasingly influential, especially among younger voters. However, significant numbers of younger voters are not voting at all, suggesting that apathy or disillusionment with the political process is also an important factor.

HIGHER PAPER 2

This is a decision-making exercise (DME) consisting of four questions based on the content of Section B, *Social Issues In The UK* on the topic of *Wealth And Health Inequalities In The UK*. You will have one hour and 15 minutes to complete it for a total of 30 marks.

The DME is in two parts. Part 1 consists of three Short Evaluating Questions (SEQs), based on specific submissions sources and statistical evidence that you will be expected to compare, balance and analyse, for 10 marks in total.

Here are some examples of how you would set out an answer to an SEQ. These questions are adapted from the 2007 Higher Paper 2.

Sample Question

Use only Source C1 and Source A. To what extent does the evidence support Source A?

Answer

Source A says that "long-term sickness and disability is the most common reason given by both men and women for not working" (1 mark, for quote from Source A)

In Source C1 this is shown to be true for men (1 mark, for showing that it is true) but not for women (1 mark, for showing that it is untrue). Total 3 marks.

Sample Question

Use only Source C3(a), Source C3(b) and Source B. To what extent does the evidence support Source B?

Answer

Source B says that "UK Government spending on the sick and disabled is already lower than for any other group and a lower percentage of one-parent families receive Incapacity/Disability Benefit than any other benefit" (1 mark, for quote from Source B).

Source C3(a) shows this is untrue as spending on three other groups mentioned is lower (1 mark, for showing that it is untrue).

Source C3(b) shows this is true as for the benefits listed, 9% (by far the lowest) of one-parent families receive Incapacity/Disability Benefit (1 mark, for showing that it is true). Total 3 marks

Helpful Hint: Always complete Part 1 before attempting Part 2 and do not use background knowledge in your answers, use only the information in the given sources.

In all cases read the Statistical Source(s) (Source C1, etc) first, as this will direct you to the relevant statement in the view (Source A or B). "To what extent" questions identify a statement that makes two claims, one will be true and the other will be false; for each statement quote evidence to show this.

Also, only use the sources that you are told to in the question, and be precise, extracting only relevant information. These are short-answer questions.

The Report

In Part 2, you have to write a structured report based on and using all the sources provided, plus your background knowledge in a role you have been given to make and justify a recommendation. There will be three sources: A, B and C.

Sources A and B will be written texts, giving conflicting views; Source C will be statistical information, usually in several parts: C1, C2(a), C2(b), C3(a), C3(b) etc, that will either back up or refute the views in Sources A and B.

Remember, you must include background knowledge (BK) to pass. Don't worry if you feel you don't have any background knowledge of the subject of the DME; the founding principles and aims of the Welfare State, including the NHS, should feature in every DME, and this is background knowledge. Think also of all the KU you learned for Section B – Social Issues, especially to do with Gender, Race and Class. See, you do have plenty of background knowledge after all.

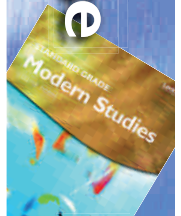
Your DME must be written in the style of a Report. An example could be:

Introduction (which includes Role, Remit and Recommendation); **Reasons for Recommendation**, eg the principles of the Welfare State/NHS, the recommendation's financial implications and its effect on inequality; **Possible Criticisms of Recommendation**; **Comment and Rebuttal** (of Possible Criticisms of Recommendation); **Summary/ Conclusion**.

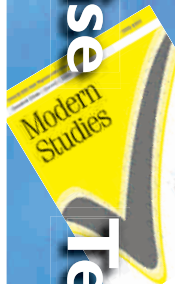
Helpful Hints: Time management in the DME is crucial. As a rough guide, take five minutes to read the instructions and summary of the DME very carefully, and then scan the sources. Allow 15 to 20 minutes to answer the evaluating questions and another five minutes to plan your Report. This leaves 45 to 50 minutes to write the Report.

Do not quote large sections from the sources. Include evidence from the sources and background KU. Background KU should be concise and relevant. Use all sources at appropriate point. Use evidence from evaluating questions to support and/or criticise your recommendation. Provide balance; do not ignore an alternative recommendation. Avoid the phrase "from my background knowledge", etc; instead annotate margins to indicate BK.

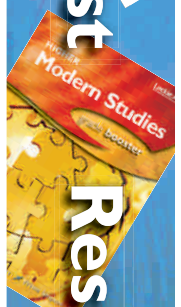
Revise



Practise



Test



Results!