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INTRODUCTION

INTRODUCING CfE HIGHER MODERN STUDIES

Higher Modern Studies is one of the most popular subjects in the Scottish curriculum. In undertaking Higher Modern Studies you will have opportunities to work collaboratively, while at the same time you will enjoy the freedom to work independently and explore contemporary areas of personal interest.

Choosing Modern Studies at Higher level will provide you with the opportunity to study either *Decision Making in Scotland* or *the United Kingdom*, provide you with an understanding of *Social Inequality* or *Crime and the Law*, and give you an insight into the important role played by a *G20 World Power* or the global impact of a significant *World Issue*.

As well as developing a deeper understanding of international contemporary political and socio-economic issues, you will improve your skills as a critical and reflective thinker. Importantly, you will have the chance to further your research and information-handling skills.

THE BENEFITS OF STUDYING HIGHER MODERN STUDIES

Modern Studies plays a key role in developing political literacy and will help you to develop a number of higher-order thinking skills, such as analysis, synthesis and evaluation. By participating in discussions, delivering presentations, undertaking research activities and collaborating with others, you will develop a range of transferable skills – skills for life, skills for learning and skills for work – which will put you in a strong position to move into college, university or worthwhile employment.

COURSE ASSESSMENT FOR HIGHER MODERN STUDIES

There are three parts or components that make up the Higher Modern Studies course assessment or qualification:

- Component 1 – Question Paper 1 (52 marks).
- Component 2 – Question Paper 2 (28 marks).
- Component 3 – The Assignment (30 marks).

Total marks for course assessment = 110 marks.

External assessment component 1: Question Paper 1

Question Paper 1 will test your knowledge and understanding of the Higher Modern Studies course:

- Section 1 – Democracy in Scotland and the United Kingdom.
- Section 2 – Social Issues in the United Kingdom: **either** Social Inequality **or** Crime and Law.
- Section 3 – International Issues: **either** World Powers **or** World Issues.

Question Paper 1 is worth 52 marks. This constitutes 47% or just under half of the total course assessment marks available. You will be asked to answer **three** extended responses or essay-type questions in this paper. Two questions will be worth 20 marks and the other will be worth 12 marks. In advance of sitting this question paper, you will not know which questions will be worth 20 marks and which questions 12. You will have to prepare to answer 12 or 20 mark questions in any of the three sections of this paper.

You will have 1 hour 45 minutes to complete Question Paper 1. Effective time management is crucial if you wish to secure a top grade. Practising assessment questions under timed conditions is excellent exam preparation.

You will be required to show the examiner the breadth of your knowledge and understanding by giving detailed descriptions and explanations and demonstrating your

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ability to analyse and evaluate complex social, political and economic issues. You must include relevant examples throughout your answers and aim to make these as current as possible.

EXTERNAL ASSESSMENT COMPONENT 2: QUESTION PAPER 2

This question paper has a total mark allocation of 28 marks. This is 26% of the overall course assessment.

This question paper allows candidates to demonstrate application of the following higher order thinking skills:

- Explaining the degree of selectivity using a range of sources of information.
- Drawing and supporting complex conclusions using a range of sources of information.
- Evaluating the trustworthiness of a range of sources of information.

This question paper will have **three** questions. You should complete each of them. For more information on Question Paper 2, see p.138.

EXTERNAL ASSESSMENT COMPONENT 3: ASSIGNMENT

The assignment is an opportunity to demonstrate the skills and knowledge gained within the context of a Modern Studies issue with minimum support. The assignment is worth 30 marks (27% of the total course assessment). The assignment has two stages: **research** and **production of evidence**.

The research stage involves investigating your chosen issue and organising and finding sources. You will have approximately eight hours of teaching and learning time to gather relevant information.

The production of evidence involves writing up your report under controlled conditions within 1 hour 30 minutes. You will be allowed to take a Research Evidence sheet into the write up consisting of the information gathered during the research stage. This will be submitted to the SQA for marking along with the assignment and should be no more than two single-sided sheets of A4 paper. This should be mostly used for source information and each source used should be referenced at least once in your assignment. You should not simply copy from the Research Evidence but expand and develop the information presented and, most importantly, you must link to your knowledge of the topic. Synthesis is highly creditworthy.

For more information on the assignment, see pages 8–9.

HOW THIS STUDY GUIDE WILL HELP YOU

This guide will give you the best possible chance of achieving success in the Higher Modern Studies course. It contains information covering each part of the course and will increase your understanding through the provision of high quality descriptions and current exemplification. Here you'll find important facts, key points to remember, useful websites and interesting video clips, with an extensive range of activities. This Study Guide will support both your classroom learning and independent study, and put you in a strong position to succeed in the final external examination. Good luck!

ONLINE

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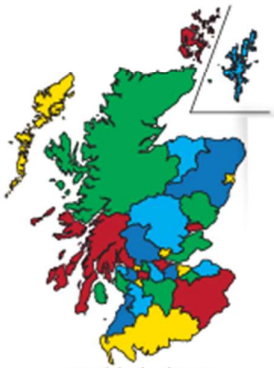
LOCAL GOVERNMENT IN SCOTLAND



Scottish local authorities
Each local authority is governed by a local council, elected using the Single Transferable Vote system. There are 1 227 local councillors in Scotland.

Local government in Scotland provides a range of services in a local area. Scotland is divided into 32 local authorities, ranging in size from 26 square miles in Dundee to 12 437 square miles in the Highlands, and from about 20 000 people in the Orkney Islands to over 600 000 in Glasgow.

LOCAL COUNCIL FUNDING

Most local councils get the majority (around 85%) of their money in a **General Revenue Grant** from the Scottish Government. The rest of their money comes from:

- Grants are sometimes given by the Scottish Government for **capital expenditure** (for expensive projects, like new schools or bridges).
- **Non-domestic rates** are local taxes on businesses. Local authorities with large industries tend to get a higher share from this.
- **Council Tax** is paid on each residential property (house or flat), roughly based on its value.

Comparison of council funding (2018–19 Budgets)

Funding source	City of Edinburgh	Highland Council
General revenue grant	£365.5m (37%)	£443.8m (78%)
Non-domestic rates	£340.5m (34.4%)	£0m (0%)
Council Tax	£283.1m (28.6%)	£119.6m (22%)

As the Scottish Government provides so much of local authorities' budgets, the Scottish Government can often effectively force its will onto local councils.

COSLA

The **Convention of Scottish Local Authorities** (COSLA) is an organisation which local councils can join in order to allow efficient cooperation, and to gain representation in discussions with the Scottish Government, and for nation-wide pay agreements with trade unions.

The **Concordat** was an agreement between the Scottish Government and COSLA made in 2007, 'based on mutual respect and partnership', covering a range of funding and servicing issues.

In 2015, four Labour-run local authorities (Aberdeen City Council, Glasgow City Council, Renfrewshire Council and South Lanarkshire Council) left COSLA to form a new organisation, the Scottish Local Government Partnership. They believed at that time that COSLA was not representing them effectively in negotiations with the Scottish Government, especially in terms of their funding allocation. They also complained COSLA's decision-making structures were flawed.

One council, Inverclyde, also announced its intention to leave COSLA in 2015, but reversed its decision six months later after COSLA altered its constitution to highlight the fact that there is no hierarchy between members. COSLA funding is divided up according to an area's wealth, its population demographics, and how rural or urban the population is: a very complicated formula. Some Labour councils (like Inverclyde) felt this was unfair. However, in view of these changes, all councils rejoined COSLA in 2017.

COOPERATION WITH THE SCOTTISH GOVERNMENT

Scottish Futures Trust

The SNP Government set up the Scottish Futures Trust (SFT) in 2008 in order to oversee capital spending (big building projects) by the government, government agencies, and councils. By finding ways of avoiding some of the high costs of private development, including expensive consultants' fees, these organisations have been able to save considerably more money than the £4m per year it costs to run SFT. The new Boroughmuir High School in Edinburgh (opened in 2016) is partly funded through the Scottish Government's £1.25bn 'Scotland's Schools for the Future' Programme, managed by SFT.

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There has, however, been criticism of some of the delays some SFT projects have had. The new Royal Hospital for Sick Children in Edinburgh was supposed to be open by the end of 2012, but it did not open until March 2021 giving rise to calls for a review of the Scottish Futures Trust in terms of its transparency and long-term sustainability.

Tackling the 'Bedroom Tax'

When the UK Government announced it was to scrap the spare room subsidy in 2013, a moved dubbed the **'bedroom tax'** by critics, COSLA was quick to raise concerns. COSLA President David O'Neill (Labour, North Ayrshire) said: 'The huge damage it will do to our communities is not something that COSLA can support, and nor should others.'

The Scottish Government fought very hard to limit the damaging effects of this policy. In May 2014, Nicola Sturgeon announced that due to Scottish Government action, 'there will be no need for anyone to fall into rent arrears, or face eviction, as a result of the "bedroom tax"'. After negotiations between the Scottish and UK Governments, the power to set the cap on Discretionary Housing Payments was devolved to Scotland. Jackie Baillie (Labour, Dumbarton) had previously introduced a bill on the matter, and criticised the Scottish Government for what she saw as a delayed response.

CONFLICT WITH THE SCOTTISH GOVERNMENT

Council Tax

Under the Concordat, Council Tax levels have been frozen at 2007–08 levels. In December 2014, then Finance Secretary John Swinney pledged to give local authorities almost £10.85bn to run services for the next year, in exchange for maintaining the Council Tax freeze. However, stopping councils from generating extra funding by raising Council Tax has meant that councils had to make more cuts than they might have done otherwise. Aberdeen City Council finance convener Willie Young said: 'There must also be respect for local government because people voted us in to look after local services and make our own decisions on Council Tax. This policy represents centralisation at its worst.'

In 2016 the Scottish Government announced it was to end the Council Tax freeze the following year. Whilst the move was welcomed by councils – they were given the option of vary the tax by up to 3% - it also sparked an almighty political row between COSLA and the Scottish Government over local taxpayers' money being spent on a Scottish Government priority as the Scottish Government had originally planned for the extra cash raised to be spent on schools. However, with COSLA claiming the principle of local accountability was being undermined, the Scottish Government eventually backed down.

Nevertheless, the argument over local government funding rumbles on with COSLA continuing to argue that the Scottish Government is cutting direct financial support. The Scottish Government, on the other hand, argue that the total amount for local services is rising as there is extra direct funding which councils receive for services such as the attainment fund for schools or investment in health and social care partnerships.

Tourist Tax

In 2018, some councils in Scotland, including Edinburgh, announced they would like to introduce a tax on tourists. The new tourist tax or "transient visitor tax", it has been claimed, would raise extra revenue for councils and give them more control over their finances. Possible tax options could include a daily charge on each hotel room or a one-off charge as happens in many cities across the world.

The Scottish Government, on the other hand, said it had no plans for such a scheme, although as part of its Local Governance Review, it would welcome further discussions about revenue raising powers. COSLA, however, is pushing the Scottish Government to devolve more powers to local authorities so that councils can reduce their dependence on government for cash.

THINGS TO DO AND THINK ABOUT

1. Look for details of any interaction between your local council and the Scottish Government.
2. Find an example of an SFT project in your local council.
3. Essay practice: "Local government and the Scottish Government only ever come into conflict." Discuss. (20)

DON'T FORGET

Some councils have introduced new charges for services they provide to increase council revenues. For example, Dundee City Council has introduced a Garden Waste Charge of £35 per year.

One controversial charging proposal is the option for councils to introduce a Workplace Parking Levy (WPL). If introduced, it would see employers pay an annual levy or charge for every parking space they provide for employees.

DON'T FORGET

Local councils are **accountable** for the money they spend and the quality of services they provide.

ONLINE

Learn more about local government in Scotland by following the link at www.brightredbooks.net

ONLINE TEST

Head to www.brightredbooks.net and test your knowledge of Scottish local councils.

ECONOMIC INEQUALITIES

According to the Equality Trust, people in more equal societies live longer, have better mental health and have better chances of a good education regardless of their background. Community life is stronger where the income gap is narrower, children do better at school and they are less likely to become teenage parents. When inequality is reduced people trust each other more, there is less violence and rates of imprisonment are lower.

There is evidence to show that British society is socially and economically very unequal and that the gap between rich and poor continues to grow. The Gini coefficient is a way to measure income or wealth in a society. The higher the number, the greater the inequality. In 2019, the ONS recorded a UK income inequality Gini coefficient of 32.4% or 0.325 (up slightly from 2018), which makes the UK more unequal than most other similar developed countries.

Selected countries Gini coefficient income inequality 2020 (source: World Population Review): Australia 30.3%; Canada 32.1%; France 29.3%; Germany 27%; Italy 31.9%; Netherlands 30.3%; Norway 26.8%; Sweden 24.9%; UK 32.5%; US 45%.

VIDEO LINK

Watch a video on income inequality in the UK at www.brightredbooks.net

SOCIAL CLASS

Traditionally, social class has been defined by the Office of National Statistics (ONS) based on employment conditions and pay.

Social class	Category	Type of employment
Higher managerial occupations	1	**1.1** Company directors, police inspectors, bank managers, senior civil servants, military officers **1.2** Doctors, barristers, solicitors, clergy, librarians, teachers
Lower managerial	2	Nurses and midwives, journalists, actors, prison officers, police and soldiers
Intermediate	3	Clerks, secretaries, driving instructors, computer operators
Small employers	4	Publicans, farmers, play group leaders, window cleaners, painters and decorators
Lower supervisory and craft	5	Printers, plumbers, butchers, bus inspectors, TV engineers, train drivers
Semi-routine occupations	6	Shop assistants, traffic wardens, cooks, bus drivers, hairdressers, postal workers
Routine occupations	7	Waiters, road sweepers, cleaners, couriers, building labourers, refuse collectors
Never worked	8	Long-term unemployed and non-workers.

Terms like upper, middle and working class are rarely used in official statistics as they are so difficult to define. However, category 1.1 in the ONS classifications could be described as **upper middle class**, 1.2, and 2 could be described as **middle class** and 3–7 as **working class**. Category 8 has also been referred to as an **underclass**. This group are difficult to measure as they may work but are not officially registered as doing so. They may not pay taxes and/or National Insurance and could be uneducated and unskilled, relying heavily on the State as a source of income. The UK Government terms families within this category as 'troubled' and the children within this group are often neglected and tend to adopt the behaviours of their parents, meaning the underclass perpetuates itself.

THE GREAT BRITISH CLASS SURVEY 2013

FACT

According to the UK Government, troubled families cost the taxpayer £9 billion every year.

In 2013, 161 000 people participated in the Great British Class Survey. The results showed that people in the UK could now fit into seven social classes. This reflects a shift in the traditional view of social class as no longer can class be measured simply on the basis of occupation, wealth and education. This survey took into account three measures of capital:

- economic capital (income, savings, house value)
- social capital (the number and status of people they know)
- cultural capital (the extent and nature of their cultural interests and activities).

contd

Category	Definition
Elite	The most privileged group in the UK with the highest levels of all three capitals.
Established middle class	They make up around 25% of the UK population and score highly on all three capitals.
Technical middle class	A small group which is prosperous but scores low for social and cultural capital. They are distinguished by their social isolation and cultural apathy.
New affluent workers	A young class group which is socially and culturally active, with middling levels of economic capital.
Traditional working class	Its members have reasonably high house values and make up around 14% of the UK population.
Emergent service workers	A new, young, urban group which is relatively poor but has high social and cultural capital.
Precariat	The poorest, most deprived class, scoring low for social and cultural capital.

The British Social Attitudes Survey 2013 showed that 66% of people polled believed that a person's social class affects their opportunities.

ONLINE

Work out which bracket you fall into by following the link to 'The Great British Class calculator' at www.brightredbooks.net

DON'T FORGET

The fact that several methods of categorising social class exist reflects how difficult it is to measure and people may move among different categories throughout their lifetimes.

MEASURING ECONOMIC INEQUALITIES

There are three main types of economic inequality:

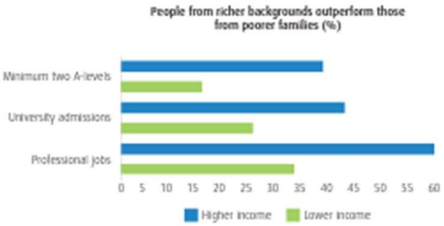
- income
- pay
- wealth.

Income inequality

Income is all the money received on an individual or household basis from employment (wages, salaries, bonuses etc.), investments, interest on savings, stocks and shares, state **benefits**, pensions and rent. Income inequality, therefore, refers to the unequal distribution of income within a group.

Pay inequality

Pay refers to payment from employment only. Pay inequality describes the difference between people's pay within one company or across the UK. Issues such as gender and race can affect pay inequality.



Wealth inequality

Wealth refers to the total amount of assets of an individual or household, so wealth inequality refers to the unequal distribution of assets in a group of people.

In 2018, the left-wing think tank The Institute for Public Policy Research (IPPR) reported that there was rising inequality across the UK in terms of income, geography, gender, ethnicity and age. The IPPR found that the UK was the fifth most unequal country in Europe, stating more than a fifth of the population live on incomes below the poverty line after housing costs are taken into account, even though most of these households are in work. Nearly one in three children live in poverty and the use of food banks is rising. Further, there was a sixfold difference between the income of the top 20% of households and those of the bottom 20%. Wealth inequality is much worse, with 44% of the UK's wealth owned by just 10% of the population, five times the total wealth held by the poorest half.

Social Mobility

Social mobility is the term used to describe the movement of individuals, families, households or other categories of people between social classes. In its 2019 State of the Nation report, the Social Mobility Commission stated that inequality in the UK was "entrenched from birth" and that this position had remained stagnant in the previous five years. At all levels, people from wealthier backgrounds outperform those from poor backgrounds.

ONLINE

For information on economic inequality, follow the links at www.brightredbooks.net

ONLINE TEST

Take the 'economic inequalities' test at www.brightredbooks.net to revise your knowledge of this.

THINGS TO DO AND THINK ABOUT

1 Think about your own household. According to the traditional model, which social class category do you think your household falls in to? Explain why you came to this conclusion.

Now use the link to the Great British Class Calculator and answer the questions to determine your new social class. Analyse your result and compare it to your chosen category using the traditional model.

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MODERN STUDIES

Caleb Marwick, Heidi Stoutjesdyk and Derek Timpany

This BrightRED Study Guide is the ultimate companion to your CfE Higher Modern Studies course! Written by our trusted authors and experienced Modern Studies teachers, Caleb Marwick, Heidi Stoutjesdyk and Derek Timpany, this book is full-colour and packed with clear and accessible information, excellent examples, activities and advice. Inside, you will find:

- **All the essential course information, fully up-to-date with SQA course changes,** arranged in easily digestible double-page topic spreads.
- **Detailed full-colour** diagrams, illustrations and information boxes to make sure all that study sticks!
- **Newly formulated sample questions for the Question Paper 2** and advice on how to answer for the revised exam.
- ***Don't forget*** pointers offering advice on the key facts to remember, and on how to avoid common mistakes.
- ***Things to do and think about*** sections encouraging the regular review of key points covered.
- ***Digital Zone* activities and tests** to supercharge your learning efforts online!
- **An index** of key terms to help when revising.

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