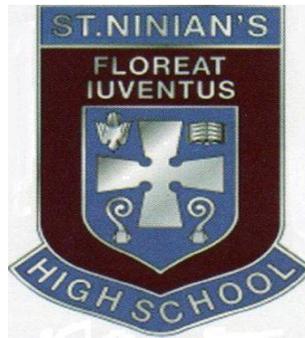


Modern Studies

Saint Ninian's High School
Social Subjects Faculty

Mr R. Walker



Mr K. Jones

COURSE OUTLINE

S2 MODERN STUDIES

Course Outline 2017 / 2018		
Week	TOPIC	
08/06	The Media	News review
15/06	The Media	
1. 15/08	China Background	KU question
2. 22/08	Politics in China/Freedom of Speech in China	
3. 29/08	Freedom of Speech in China	Source question
4. 31/08	Right to Life in China	
5. 5/9	Right to Life in China	News review
6. 12/9	Trials and Prisons in China	
7. 19/9	Trials and Prisons in China	KU question
8. 26/9	Religion/Education and Inequalities in China	
9. 3/10	Religion/Education and Inequalities in China	Source question
10. 10/10	The Global Impact of China	
11. 17/10	Holiday	
12. 24/10	The Global Impact of China	News review
13. 31/10	China Assessment	
14. 7/11	Terrorism Introduction	KU question
15. 14/11	Causes of Terrorism/Tactics of Terror	
16. 21/11	Tactics of Terror	Source question
17. 28/11	Tactics of Terror	
18. 5/12	Government Reaction to 9/11	News review
19. 12/12	Group Research Project	
20. 19/12	Group Research Project	
21. 26/12	Holiday	
22. 02/01	Holiday	
23. 09/01	Consequences of Terrorism	KU question
24. 16/01	Theories of Terrorism	
25. 23/01	Theories of Terrorism	Source question
26. 30/01	Responding to and Solving Terrorism (Governments)	
27. 06/02	Responding to and Solving Terrorism (Multilateral Organisations)	News review
28. 13/02	Impact of Terrorism on Scotland	
29. 20/02	Terrorism Assessment	
30. 27/02	International issues - Aid	KU question
31. 06/03	International issues - Aid	
32. 13/03	International issues - Aid	Source question
33. 20/03	International issues - Aid	
34. 27/03	Brexit	News review
35. 03/04	Holiday	
36. 10/04	Holiday	
37. 17/04	Types of Crime	KU question
38. 24/04	Types of Crime	
39. 01/05	Causes of Crime	Source question
40. 08/05	Causes of Crime	
41. 15/05	The Impact of Crime	News review
42. 22/05	The Impact of Crime	

Timeline for S2 Course

Has been issued to all pupils and available on the departmental website.

HISTORY AND MODERN STUDIES WEBSITE

[useful websites](#) / [latest news](#) / [about us](#) / [timelines](#) / [adverse weather conditions](#)

HISTORY AND MODERN STUDIES STAFF

Mr I Martin (PTC)

Miss M McCaffery

Mr L McCallum

Mr P Regan (NQT)

Miss E Scroggie

Mrs A Thomson

Mrs K Howson

Miss K Wark

Mr D Corbett

Mr M Brady (NQT)

Miss C Duncan (PTPS)

Mr J McArthur (PTPS)

PTC = Principal Teacher of Curriculum



WW1 TRENCHES TRIP

June 12, 2018

by Mrs Howson

[Leave a comment](#)

The remaining part of our S2 History cohort visited the Trenches at Pollok Country Park on Thursday 7th June. They had a fantastic time communicating using semaphore, examining artifacts found [...]



1960S VISITOR

May 11, 2018

by Mrs Howson

[1 Comment](#)

1a4 were delighted to have a visit from Mr McArthur, a survivor of the 1960s, as part of their studies on the time period. Mr McArthur took part in a [...]

Course Content

- The Media
 - The role of the media
 - Influence of the media



- World Power - China
 - Human Rights in China (speech, life, fair trial and religion)
 - Inequalities in China (education, housing)
 - Global impact of China (case study: Tibet)



Progression in BGE Modern Studies

Unit	Experience and Outcomes
The Media	<p>I can <u>discuss</u> the extent to which my choices and decisions are influenced by the ways in which I am informed. SOC 3-17b</p>
China	<p>I have compared the rights and responsibilities of citizens in Scotland with a contrasting society and can <u>describe</u> and begin to understand reasons for differences. SOC 3-17a</p> <p>I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. SOC 3-16a</p> <p>I can <u>describe</u> how the interdependence of countries affects levels of development, considering the effects on people's lives. SOC 3-19a</p> <p>I can compare and contrast two world ideologies to <u>express an informed view</u> on how ideology affects the lives of people. SOC 4-17c</p>
Terrorism	<p>Having considered responses to a recent international crisis, I can contribute to a discussion of the effectiveness of the responses. SOC 3-19b</p> <p>I can <u>evaluate conflicting sources of evidence</u> to sustain a line of argument. SOC 4-14</p> <p>I can contribute to a discussion on the actions and motives of a group or organisation which seeks to achieve its aims by non-democratic means. SOC 4-18c</p> <p>By examining the role and actions of selected international organisations, <u>I can evaluate how effective</u> they are in meeting their aims. SOC 4-19b</p>

Skills Development - Source Questions (3rd/4th level)

Study Sources 1 and 2 below, then answer the question which follows.

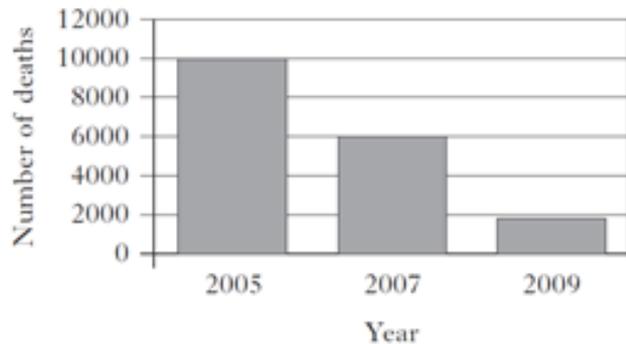
SOURCE 1

Executions in China

China still executes more people than any other country in the world. Countries around the world have put pressure on China to change its policy on the death penalty. In 2011 China changed its sentencing policy. Some crimes which used to lead to the death penalty now receive a prison sentence. Amnesty International says that China is still secretive on this issue and the real death penalty figure is much higher than the official rate.

SOURCE 2

Estimated death penalty rate in China



The number of executions in China has fallen in recent years. China now gives accurate information on the death penalty.

View of Lee Hua

Using Sources 1 and 2 above, give one piece of evidence to support the view of Lee Hua and one piece of evidence to oppose the view of Lee Hua.

4 marks

Your answer must be based only on Sources 1 and 2 above.

2 sources

Simple view - one part to support, one part to oppose

Worth 4 marks

Crime and the Law

Question 2

Study Sources 1, 2 and 3 below, then attempt the question which follows.

3 sources

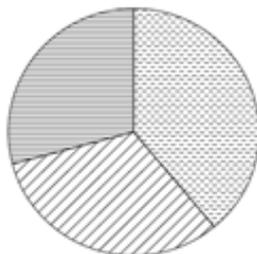
Source 1

Anti-social behaviour in the UK

- In Scotland, anyone over the age of 12 can be given an ASBO if they behave anti-socially.
- Such behaviour includes drunken or threatening behaviour, vandalism, graffiti and playing loud music at night
- Police figures show that around half of public disorder incidents relate to 'nuisance youths' but imposing curfews and bans on visiting specific estates or shopping centres has successfully reduced complaints.
- Breaching an ASBO could result in criminal punishment of up to 5 years in prison, but there is evidence that they are ineffective and are in some cases seen as a badge of honour amongst offenders.
- Drink-fuelled incidents were the most common cause of problems with 1 in 8 people saying they had witnessed such breaches of the peace.
- The National Office of Statistics revealed 1 in 3 residents either experienced or witnessed at least one incident of anti-social behaviour last year.
- The number of ASBOs issued since 2006 has dropped by 34%. In 2010 only 8 ASBOs were imposed in Edinburgh despite thousands of complaints about anti-social behaviour.
- How well ASBOs work depends on the person being rehabilitated and the idea of ASBOs is popular with the public as a solution to anti-social behaviour.
- Across Scotland, 219,689 complaints were made in the same period but just 249 ASBOs were approved by the courts.
- ASBOs can alienate young people and cause further problems.
- In February 2011, England and Wales announced ASBOs would be abolished as offenders were not taking them seriously enough and more than half of offenders breached their conditions.

SOURCE 2

Public opinion on the effectiveness of ASBOs



- Effective (39%)
- Not effective (32%)
- Don't know (29%)

Recorded Crime at a 39 year low in Scotland

There has been a further fall in the number of crimes in Scotland, according to the latest figures. Scottish Government statistics show that there was a 13% drop in recorded crime bringing the rate of crime in Scotland to a 39-year low. In particular, crimes of violence and vandalism were down by 21% and the clear up rate is the highest it has been since 1976. However there was a slight rise in the number of sexual offences recorded and of minor driving and alcohol offences. In a public opinion poll many said that whilst crime nationally had decreased, incidents of anti-social behaviour which were not included in official statistics still affected their daily lives. Justice Secretary Kenny MacAskill said the crime figures were evidence of a "safer" Scotland. However in a public survey, two thirds of the public said they would keep on walking if they witnessed examples of anti-social behaviour in the street and only 6% said they would intervene to help for fear of putting themselves in danger. Across Scotland crime in all areas was down and Mr MacAskill said: "We are continuing to work tirelessly to reduce knife crime and violence in Scotland, and believe education and prevention are the key to tackling the root causes of violence". To support this fewer ASBOs are to be issued in a wider attempt to tackle the underlying causes of anti-social behaviour like drugs, alcohol and deprivation. Many have criticised this new approach by the Government claiming that ASBOs are no longer taken seriously by offenders and that the police do not have the confidence to enforce them. This explains why few are either issued or enforced despite the increased number of complaints regarding incidents of anti-social behaviour made in different council areas across Scotland.

Using Sources 1, 2 and 3 above explain why the view of Miranda Hobbs is selective in the use of facts.

"The use of ASBOs has proved effective in tackling anti-social behaviour."

View of Miranda Hobbs

- You should give information that Miranda Hobbs might select as it supports her view.
- You should give information that Miranda Hobbs has not selected as it does not support her view.

8 marks

Your answer must be based on all three sources.

One view - complex,
has to be both
supported and
opposed

Worth 10
marks

Skills Development - Source Questions (3rd/4th level)

Activity 2

Study the information below then answer the question which follows.

You are the advisor to the UK Government. You have been asked to recommend whether or not the police should be given additional powers to detain terrorist suspects for up to 90 days without charge.

Two options

Option 1 - Give police additional powers to detain terrorist suspects for up to 90 days without charge

Since the 9/11 attacks, Britain has also been a target for terrorism

Difficulties in investigating terrorism means that the police need more time to investigate before charges are brought

70% of the public would support an increase in the period of time allowed to detain terrorists

Option 2 - Do not give police additional powers to detain terrorist suspects for up to 90 days without charge

Increased powers could lead to a worsening of community and race relations in the UK.

To increase detention to 90 days would be against the UK's international human rights responsibilities

Human Rights campaigners claim that 90 days detention is as bad as detention without trial

Relevant evidence clearly indicated

Two sources

One mixed source

Factfile on Terrorism

The increased threat from international terrorism means that the police need increased powers.

Imprisonment for 90 days will do more harm than good and may lead to resentment and more recruits to terrorism.

It is often difficult to investigate terrorism due as information often has to be gathered from overseas or from coded computer messages.

Detention for 90 days is against civil liberties

Using the information above, you must decide whether to recommend that the UK Government should give police additional powers to detain terrorist suspects for up to 90 days without charge (Option 1) or to recommend that the UK Government does not give police additional powers to detain terrorist suspects for up to 90 days without charge (Option 2).

Give two reasons to support your choice.

You must use information from the Factfile on Terrorism to back up your decision.

Worth 4 marks

4 marks

Two Options

Question 3

Study Sources 1, 2 and 3 then attempt the question which follows.

You are a government adviser. You have been asked to recommend whether or not the Government of Australia should abolish compulsory voting.

Option 1
Keep compulsory voting in Australia

Option 2
Get rid of compulsory voting in Australia

SOURCE 1

Compulsory Voting

Most democratic governments consider voting in elections to be a right for all their citizens. In Australia the government go further and punish those who do not vote with a fine. Voting in Australian elections is compulsory by law.

Australia has had some form of compulsory voting since the early 1900s and it is widely supported by Australian people. If you do not vote, you are fined \$20 as punishment. You can be excused from voting if you provide a "valid and sufficient" reason eg serious illness.

Voter turnout in Australia was 47% prior to the 1924 compulsory voting law. In the decades since 1924, voter turnout has hovered around 95%.

In Australia 84% of people say they take voting seriously. However, 37% think a fine for not voting is fair. 9% of Australians admit to having at some time registered an informal vote (deliberately spoiling their paper).

Some suggest that it is undemocratic to force people to vote as it is against their right to freedom of choice. Opponents of compulsory voting argue that people with little interest in politics are forced to the polls; this increases the number of "informal votes". In addition, millions of dollars are spent on checking up on those who didn't turn out to vote.

SOURCE 2

Recent Election Statistics From Selected G20 Countries

		Turnout (%)	Informal votes (%)
Countries with compulsory voting	Argentina	79-39	4-48
	Australia	93-22	5-6
	Brazil	81-88	8-64
Countries without compulsory voting	Canada	61-41	0-7
	Germany	70-78	1-44
	Russia	60-10	1-57

Aussie News online: Compulsory voting could be scrapped

There is a possibility that nearly a century of compulsory voting will come to an end. Some politicians have recommended that it should be abolished. The Prime Minister of Australia wants to keep compulsory voting, despite calls to reform the election rules.

In the state of Queensland alone, about 250,000 people—roughly 8% of the roll—failed to vote in the last state election. Almost \$1 million in state funds has been allocated to chase up those who failed to vote.

Australian opinion poll: Should we get rid of compulsory voting?

Response	Percentage
Yes	33%
Not sure	2%
No	65%

Have Your Say

Nic-C from Wilsonton 4 days ago
Forcing Australian citizens to vote is wrong. Everyone should have the right not to vote.

Ray Sunshine from Camp Hill 5 days ago
It's a privilege to vote. Compared to other countries, turnout here is much better so the results are more accurate.

Bruce T from Toowoomba South 5 days ago
People need to vote and not be lazy, but poor people don't have a way to get to their voting place unlike rich people who have cars.

Eileen Smith from Darling Heights 1 week ago
Forcing the population to vote means they will just deliberately spoil their ballot papers to avoid a fine.

Eddie from Ipswich 2 weeks ago
People who aren't interested should not be required to vote — bad decisions in the voting booth contribute to bad government.

Iain Thorpe from Mentone 2 months ago
When the turnout is low it means that a minority of society decide who the government is. I agree with most Australians who think we should keep compulsory voting.

Three mixed sources

decide which option to recommend, either keep compulsory voting in Australia or get rid of compulsory voting in Australia (Option 2).

- (i) Using Sources 1, 2 and 3 which option would you choose?
- (ii) Give reasons to support your choice.
- (iii) Explain why you did not choose the other option.

Your answer must be based on all three sources.

Worth 10marks

Skills Development - Knowledge Questions

- Point, explain, example
- Used from S1-Higher
- Transition across the levels and into senior phase is smooth
- Questions asked are similar
 - Describe, explain
- More detail/depth of understanding expected as move through the levels

Assessments

- The Media
 - Media poster
- China
 - Extended Writing Task (Voices from the Laogai)
 - End of course assessment (knowledge and source)
- Terrorism
 - 9/11 newspaper article
 - Terrorist attack investigation/presentation
 - End of course assessment (knowledge and source)

Modern Studies and BGE

- Literacy
 - Written questions in jotters, newspaper articles, storyboards, weekly news stories, assignments
- Numeracy
 - Source handling
- Creativity
 - Storyboards, posters, campaigns, the Banana Game
- Health and Wellbeing
 - Rights, expression opinions, being aware of others

Modern Studies and BGE

- Four Capacities
 - Successful Learner
 - Confident Individual
 - Responsible Citizens
 - Effective Contributor

