

FOR OFFICIAL USE

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Total

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0580/402

NATIONAL
QUALIFICATIONS
2009

TUESDAY, 12 MAY
10.20 AM – 11.35 AM

CONTEMPORARY
SOCIAL STUDIES
STANDARD GRADE
General Level

Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Date of birth

Day Month Year

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Scottish candidate number

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Number of seat

- 1 All questions should be attempted.
- 2 Write your answers in the spaces provided in this book.
- 3 Answer in sentences wherever possible.
- 4 Before leaving the examination room you must give this book to the invigilator. If you do not, you may lose all the marks for this paper.



THE ENVIRONMENT

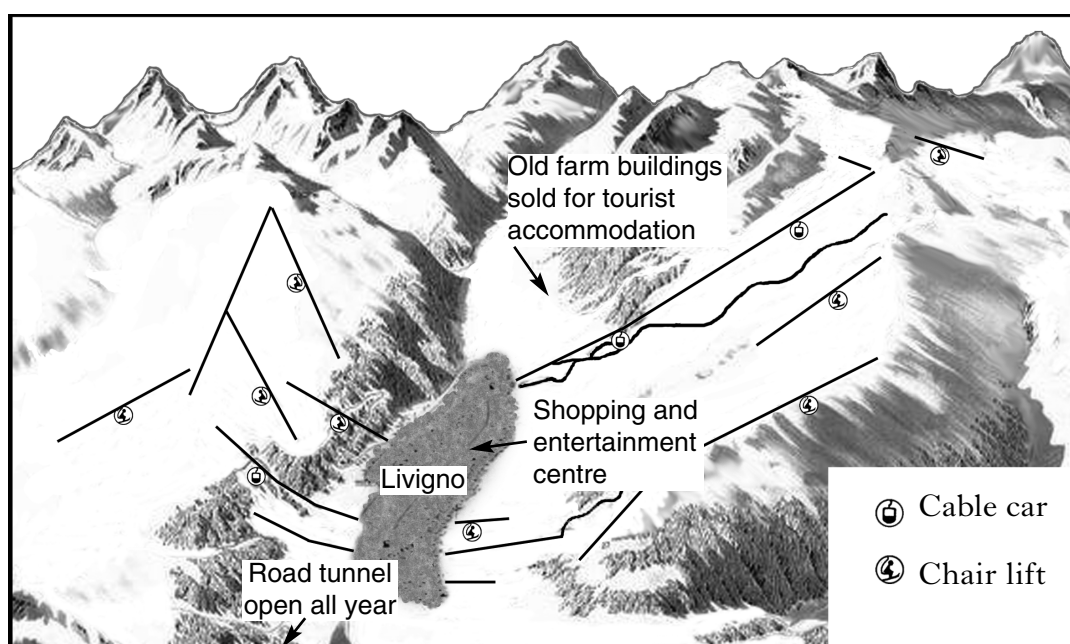
1. Look at the sources below. They show changes which have taken place in an Italian village.

Source A

Livigno is one of the highest villages in the Alps. It used to be cut off during the winter. Nearly all the people in the village were poor farmers, keeping cattle and sheep. Winter was the quiet season, with no money coming in.

Livigno is now a popular skiing resort, with 40,000 visitors at times. Almost everyone in the village makes money from tourism.

Source B – Livigno in 2009



Source C – Services listed on Livigno's website in 2009

Trades	Entertainment	Shops	Accommodation
Electrician	Bowling	Souvenirs	Hotels
Plumber	Cinema and theatre	Chocolates	Apartments
Builder	Clubs and pubs	Perfumery	Camping
Mechanic	Restaurants and cafes	Hairdressers	
		Ski hire	
		Banks	
		Sports equipment	
		Jeweller	

2. Look at the source below.

It gives information about plans to restart deep mining for coal in Scotland.

The coal produced in Scotland's deep mines produces too much pollution. However, new technology means that this coal can now be used safely in power stations. This means that power stations can now use the huge reserves of coal which still remain in Scotland. This deep-mined coal also causes less visual pollution than open-cast mining. Carbon emissions would be cut by 40%. The new technology would be cheaper than building new nuclear power stations and would reduce coal imports.



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3. Look at the sources below. They give information about crimes against wildlife.

Source A

A golden eagle has been poisoned in the Scottish Borders. It was one of the only breeding pair in the area. This means that no eagles will be raised in the Borders this year. The Royal Society for the Protection of Birds wants stronger sentences and wants police forces to appoint Wildlife Officers to catch offenders. There are government plans to increase penalties for people convicted of wildlife crime. Gamekeepers could lose their gun licences and landowners would be heavily fined.

However, farmers claim that eagles attack young lambs and kill grouse. One landowner said, "We need to earn money from grouse shooting. If these plans are passed, a gamekeeper could not do his job properly."

Source B

Numbers of poisoned birds in Scotland (2000–2006)				
Year	2000	2002	2004	2006
Number	145	108	154	183

- (a) There are plans to increase penalties for people convicted of wildlife crime.

- (i) From the sources, give two reasons **for** increased penalties.

Reason 1 _____

Reason 2 _____

- (ii) From the sources, give one reason **against** increased penalties.

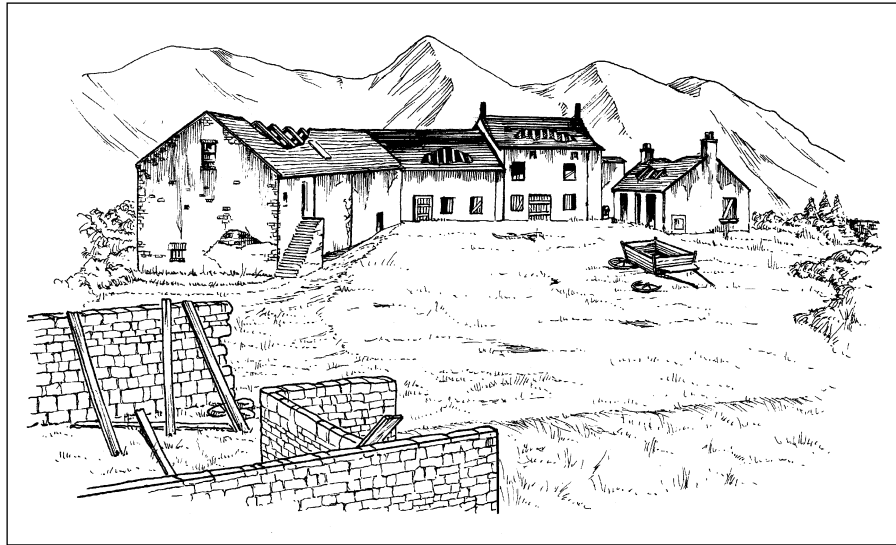
Reason _____

4

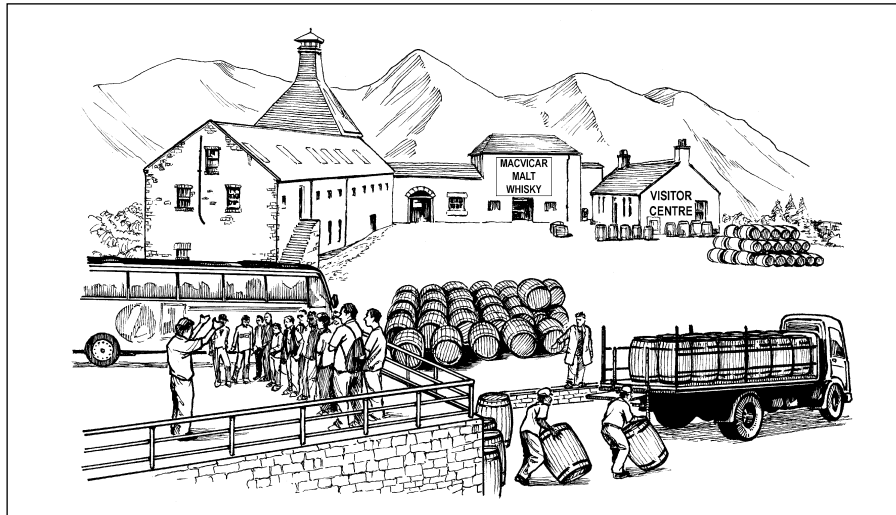
4. Look at the sources below. They give information about the development of an old farm on the Isle of Skye.

Source A

Before



After



Source B

We want to improve these buildings and put them to a use which will benefit the community. Local people will be employed here and they won't have to travel by car to work elsewhere. We can heat the homes in the village using waste heat from the distillery.

Landowner



We could have provided more affordable homes instead.

Councillor



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4. (continued)

(a) Using information from the sources, give three ways in which the local **environment** will benefit from this development.

1 _____

2 _____

3 _____

(b) Sometimes developments are referred to a Public Enquiry before planning decisions are made.

From your own knowledge, describe what happens at a Public Enquiry.

[Turn over

INDUSTRIAL SOCIETY

5. Look at the source below. It gives information about home banking.

Home banking allows customers to access their bank accounts at home on a computer.

Source A



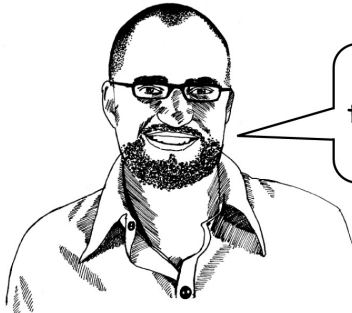
Customer

I don't have time to visit the bank. I can switch money between different accounts online and earn more interest.



Customer

I don't use a computer because I'm worried about Internet crime. I don't want my savings stolen.



Union official

We think that home banking will lead to job losses. However, there may be new jobs in IT for our members.

This is a 24 hour service and it means we don't need as many branches. That will save us money and allow us to reduce our charges.



Bank director



Local councillor

We are worried that bank closures will lead to the run-down of our town centre.

Source B – A bank advert



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5. (continued)

(a) "Home banking is good for our customers." (Source B)

Using the information in Source A, give three reasons to **disagree** with this statement.

1 _____

2 _____

3 _____

4

(b) Banking is a service industry.

Give one other example of a service industry, one example of a manufacturing industry and two examples of primary industries.

Complete the table below by choosing from the following list:

Forestry, Shipbuilding, Oil drilling, Police.

Type of Industry	Example
Service	
Manufacturing	
Primary	
Primary	

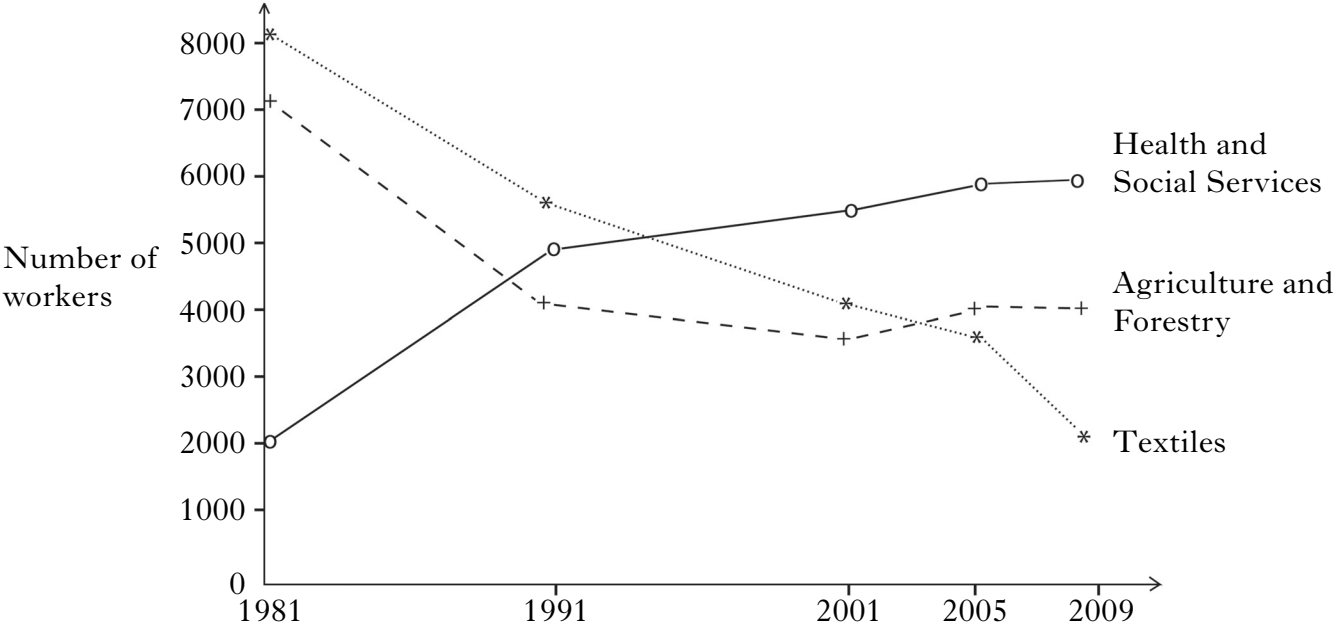
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6. Look at the source below. It gives information about changing employment in the Scottish Borders.



Key

- *.....* Textiles
- +-----+ Agriculture and Forestry
- o-----o Health and Social Services

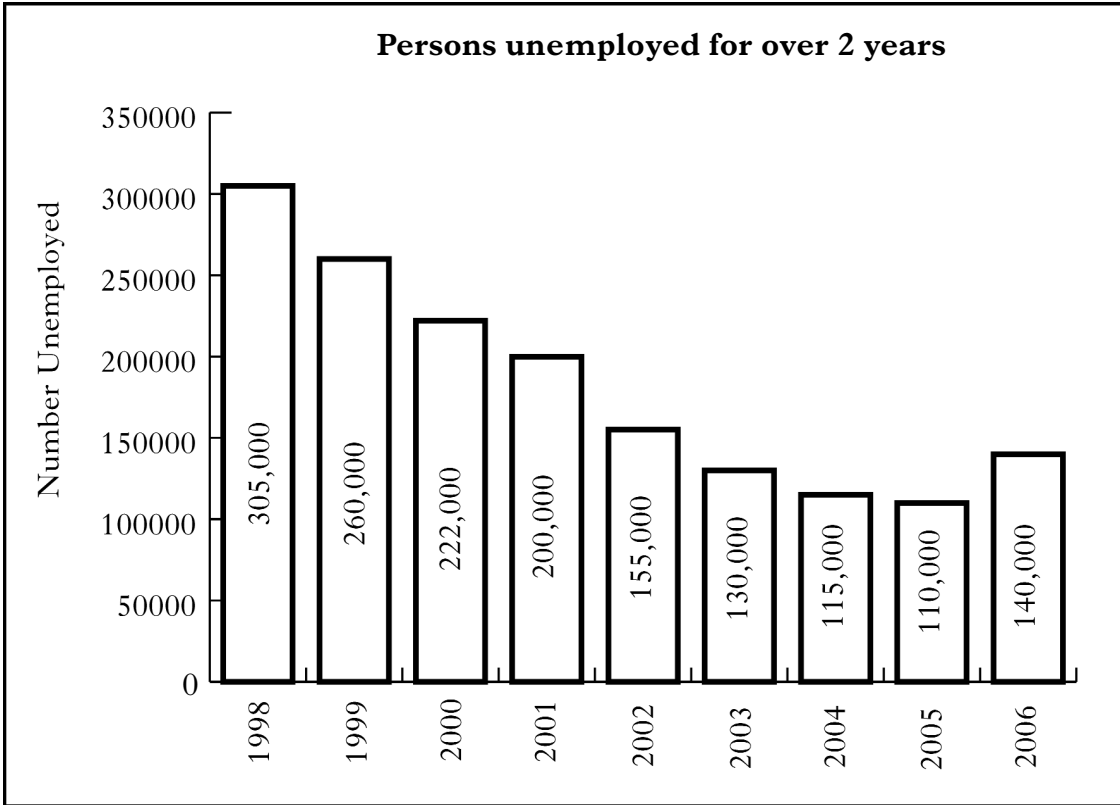
(a) From the source, describe fully the changes which have taken place in employment between 1981 and 2009. (You should mention the main trends and use figures in your answer.)

4

7. Look at the sources below.

They give information about unemployment and training.

Source A



Source B

Trainees on a government course were surveyed. The survey found that:

- 73% of trainees found a job. However, half of them said that the training was not needed for their job.
- Trainees went on the course because they thought it would help them get a job. However, few of them felt that learning job-search skills actually helped them find work.
- The main reason for trainees leaving the course early was because they had found work.
- Many of the long-term unemployed lack confidence and are reluctant to join these training schemes. However, good training can help improve self-confidence.

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7. (continued)

(a) “Government training schemes for the long-term unemployed do not work.”

Using the sources, do you agree or disagree with this statement?

Tick (✓) one box.

Agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>

Give **three** reasons for your choice.

1 _____

2 _____

3 _____

(b) Training schemes for the unemployed are very expensive.

From your own knowledge, give **two** reasons why the government is willing to spend a lot of money on them.

Choose from the list below. Tick (✓) the two correct boxes.

Local colleges run training courses for the unemployed.	<input type="checkbox"/>
The government gets taxes from people in jobs.	<input type="checkbox"/>
The government gives cash grants to young people on training courses.	<input type="checkbox"/>
The government has to pay out less in unemployment benefit.	<input type="checkbox"/>

[Turn over

SCOTTISH SOCIETY

8. Look at the sources below.

They give information about living in urban and rural areas in Scotland.

Source A

- The average price of a house in a rural area is £180,000.
- The average price of a house in an urban area is £160,000.
- Workers in rural areas earn £25,000 a year.
- Workers in urban areas earn £30,000 a year.
- Holiday homes are usually found in rural areas.
- Holiday homes are charged less council tax.

Source B



Marks

KU	EV

9. Look at the source below. It gives information about the languages spoken in Scotland in the past and the present.

Scotland in 1100 AD

Scotland in 2009



Key for both maps

Gaelic speaking

Norse speaking

English speaking

Gaelic and English speaking



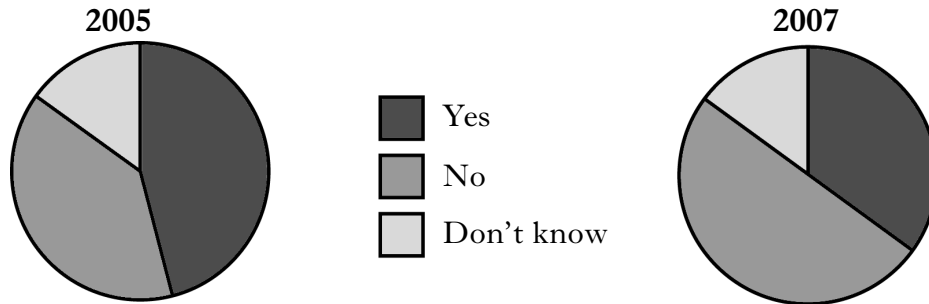
10. Look at the sources below. They give information about the level of support for Scotland becoming an independent country.

DO NOT
WRITE IN
THIS
MARGIN

Source A

Marks

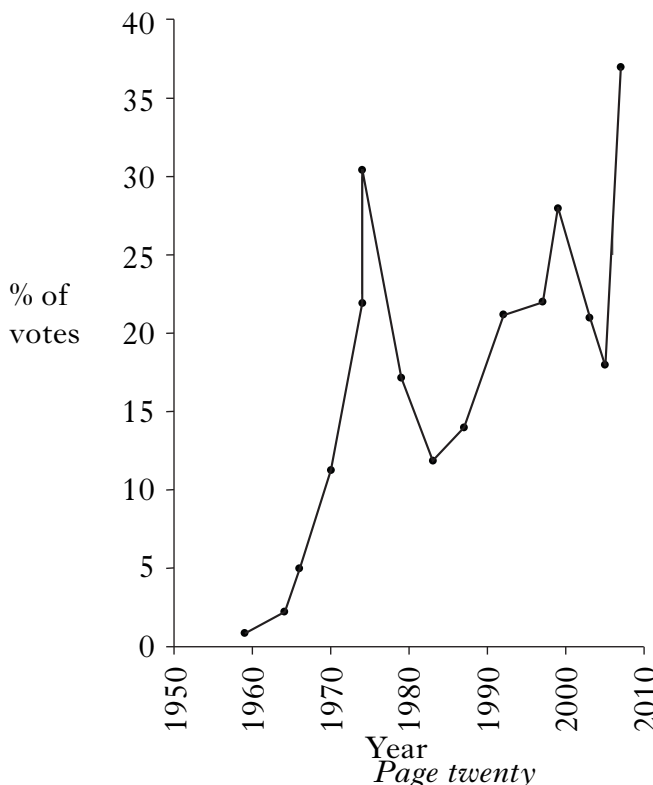
A survey of voters asked the following questions in 2005 and 2007.
 “Are you in favour of Scotland becoming a country independent from the rest of the UK?”
 The answers are shown in the graphs below.



Source B

The Sunday Herald newspaper said that the 2007 opinion poll was “bad news for the SNP”. The SNP said it was “very encouraging”. Their spokesperson pointed out that many Labour, Liberal Democrat and even Conservative supporters said they were “in favour of independence”. The figures for the 18–24 year olds showed more than half in favour of independence, but the over-65 age group showed only 41% in favour. Independence was less popular with women than men. In 1998, just before the Scottish Parliament was set up, opinion polls showed 60% of people preferring devolution and only 34% in favour of independence.

Source C Support for the SNP in elections 1959 – 2007 (percentage of vote)



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	4

10. (continued)

- (a) From the evidence given in the sources, which of the two options given below do you think will happen? Tick (✓) one box to show your opinion.

Scotland will become an independent country.	
Scotland will remain part of the United Kingdom.	

Justify your choice by using the information given in the sources.

- (b) There are arguments for and against Scottish Independence.

From your own knowledge, give **two** arguments for and **two** arguments against independence for Scotland.

Choose from the following list.

Put ticks (✓) in the “For” or “Against” columns.

	For	Against
Scotland has been in the Union with England for over 300 years.		
Scotland would control its own oil wealth.		
Scotland would be equal with other European nations.		
Scotland is protected by the British armed forces.		

[END OF QUESTION PAPER]

FOR OFFICIAL USE

	KU	EV
1(a)	■	
1(b)		■
2(a)	■	
2(b)		■
3(a)(i)	■	
3(a)(ii)	■	
3(b)		■
4(a)	■	
4(b)		■
5(a)	■	
5(b)		■
6(a)	■	
6(b)		■
7(a)	■	
7(b)		■
8(a)	■	
8(b)		■
9(a)	■	
9(b)(i)		■
9(b)(ii)		■
10(a)	■	
10(b)		■
Total Marks		

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