

National 4/5 Revision 2014

Cross-Curricular Issues and Enquiry Skills

What you need to know:

1. Cross-curricular issue: rights and responsibilities in a democracy / of pressure groups / of trade unions, people's rights and responsibilities in relation to what is a crime in the UK, human rights of people in other countries, the human rights denied to people by terrorists.
2. Good practice in answering source-based ES questions. These are: find and explain exaggeration/selective in the use of facts; support/oppose a given point of view; draw conclusions; options 1/2.
3. Good practice in Added Value / Assignments.

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The rights and responsibilities of people in a democratic society.

- People have the right to **vote** (voting gets best people elected; don't vote, can't really complain).
- People have the right to **march and demonstrate**.
- People have the right to **criticise the government in the media**.
- People have the right to **free assembly**.
- **Voting is a responsibility**. People should use their vote in elections.
- **Protests must be peaceful**. No violence.
- People have a **responsibility to say and write what is accurate**.
- **Groups must operate within the law of the land**.

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Rights and responsibilities of trade union members are:

1. Right to **vote** in trade union elections.
2. Right to **attend meetings** of the trade union.
3. Right to **protest** outside the workplace (picket).
4. Right to **strike**.



1. Responsibility to **use vote** in trade union elections.
2. Responsibility to **attend trade union meetings** e.g. at lunchtimes or after work.
3. Responsibility to **picket peacefully** and only at own place of work.
4. Responsibility to **hold a democratic vote** before going on strike.

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Cross-Curricular Issues - Crime and the Law & Human Rights:

Legal ages for doing certain things e.g. get married at 16, buy alcohol at 18 etc.

Rights of criminal suspects: must have legal representation present when interviewed by Police, young people under 16 must have an adult present e.g. parents. The most serious crime must have trial by jury.

Rights of prisoners: right to education, right to some free time, ending 'slopping out'

Rights of the Police:

The police **do** have the power to stop and ask for your name and address.

The police **do not** have the general power to search you. They can, however, search you and your bag if they have grounds for suspecting that they will find stolen or prohibited articles (e.g. drugs).

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Cross-Curricular Issues - Denial of Human Rights & Terrorism:

Human rights denied by terrorists: The right to feel safe, the right to life, freedom of religion, the right to equality, freedom from torture etc.

Human Rights denied in other countries e.g. Saudi Arabia women are denied equality (to work, to vote, to an education, to move freely) etc. In Afghanistan under the Taleban women were denied similar things. Generally, in Saudi Arabia, people are denied the right to march and demonstrate peacefully, the right to vote for their main political leaders is also denied. (The Saudi Royal Family is in charge). In China, people also have little say in the government since the CPC is the sole political party and people are denied the right to march and demonstrate.

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Enquiry Skills - Finding and Explaining Exaggeration or Selectivity in the Use of Facts

At National 4 Level you should:

- Write out the exaggerated statement and give a reason why **each** of the statements is exaggerated. You must refer to each of the two sources provided. Do this twice for full marks

At National 5 Level you should:

- Examine the sentence given and give evidence which **supports and/or opposes** it. (If there is more than one sentence given examine each sentence against **each** of the sources provided). Refer to **every** source at some point in your answer. Give statistics/quote to back up your points. Remember the best answers give evidence from **more than one source (link them together)**.
- You **should** finish your answer by making an evaluative comment as to the extent of the selectivity of the given view i.e. the view is fully correct, mostly correct, mostly incorrect or fully incorrect.

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Enquiry Skills - Support / Oppose A Given Point of View

At National 4 Level you should:

- Write out each sentence given in a view and say whether the source information **supports and/or opposes** the given view. Use both sources in your answer. Do this twice for full marks.

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Enquiry Skills - Options 1/2 Questions

At National 4 Level you should:

Choose an option. **Link two pieces of evidence from that option to the relevant priorities given in the first part of the question.**

At National 5 Level you should:

- When asked to choose between two options, for example for or against a DNA database, choose an option then **ensure you link the information from the person in favour of this option back to the source information on a DNA database.** Good answer develop points with information from more than one source (**linking**). Remember this question finishes by asking for reasons why you reject other option. Look at the person against you chosen option and **find information which does not support him.** Again be sure to link back to the source information.

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Enquiry Skills - Drawing Conclusions

At National 4 Level you should:

- A conclusion is what you can work out from a source. Make **two** conclusions using only the source/sources provided. You should do this twice for full marks. The question will give you guidance as to what kinds of conclusion you should draw.

At National 5 Level you should:

- Make **three or four** conclusions using the sources provided. You must refer to **all sources** for full marks. The question will give you guidance as to what kind of conclusions you should draw. It is good practice to give statistics in your answers. Remember, good answers give evidence from more than one source (**linking**).

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Enquiry Skills - Added Value / Assignment Tips

- National 4 pupils are expected to complete and Added Value project and National 5 pupils carry out an Assignment.
- At National 5 Level you are asked to write down **one relevant hypothesis** on a given Assignment topic. A hypothesis is a statement that may be correct or incorrect e.g. if the investigation is on MPs in the UK Parliament, a relevant hypothesis could be: "Women are under-represented in the UK Parliament."
- At National 4 / 5 Level you are asked to write down **two/three aims** which could help you prove or disprove your hypothesis. You should start these answers with the phrase, "I aim to find out....." For example, "I aim to find out the number of women MPs compared to the number of male MPs"

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Enquiry Skills - Added Value / Assignment

- For both National 4 /5 you are then asked to describe a relevant **method of enquiry** which means a way you could find out information for an investigation. Methods of enquiry include the internet, interviews, questionnaires, etc.
- You will be asked to describe the advantages and disadvantages of a given method or methods of enquiry. So make sure you know at least **one advantage** and **one disadvantage** of each of the following methods of enquiry:

Internet/Websites Interviews Questionnaires/Surveys

Books/Magazines/Journals Emails Visits

- To finish, you must **write a conclusion** to your research, in other words, what is the answer to your aims? Have you proved or disproved your hypothesis?