

[C064/SQP186]

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Advanced Higher  
Modern Studies  
Specimen Question Paper

Time: 3 hours

NATIONAL  
QUALIFICATIONS

Answer questions from **one** Study Theme only.

Choose **one** Study Theme from:

- **Study Theme 1:** Comparative Politics and Research Methods
- **Study Theme 2:** Law and Order and Research Methods
- **Study Theme 3:** The European Union and Research Methods.

In your chosen Study Theme:

- Answer **two** questions from Section A. Each question is worth 30 marks.
- Answer **all** questions in Section B. Section B is worth 30 marks.
- Spend approximately 60 minutes on each question from Section A and approximately 60 minutes on all parts of Section B.

Total for paper: 90 marks.

**Answer questions from ONE Study Theme only.**

**STUDY THEME 1: COMPARATIVE POLITICS AND RESEARCH METHODS**

**SECTION A**

**Answer TWO questions from Section A**

**Each question is worth 30 marks**

*Marks*

**1. Context A: Functions of Political Parties**

Assess the extent to which the success of New Labour in the UK (including Scotland) and **either** the Democrats in the USA **or** the SPD in Germany can be attributed to their policies or other factors.

**(30)**

**2. Context B: Functions of Elections**

To what extent do voting systems affect electoral outcomes?

Answer in relation to the UK (including Scotland) and **either** the USA **or** Germany.

**(30)**

**3. Context C: Decision-making in Central Government**

To what extent does the media influence decision-making in Central Government?

Answer in relation to the UK (including Scotland) and **either** the USA **or** Germany.

**(30)**

**4. Context D: Central and Devolved/State Government**

*“Devolved power opens up the policy making process to a significantly greater range of influences.”*

Discuss in relation to the UK (including Scotland) and **either** the USA **or** Germany.

**(30)**

## SECTION B

**ALL parts of Section B should be answered.**

**This section is worth 30 marks.**







*Marks*

5. What are the advantages of using “popular” and “quality” newspapers as sources of information for research purposes?

What are the disadvantages of using “popular” and “quality” newspapers as sources of information for research purposes?

**(15)**

6. Study the source below, then answer the questions which follow.

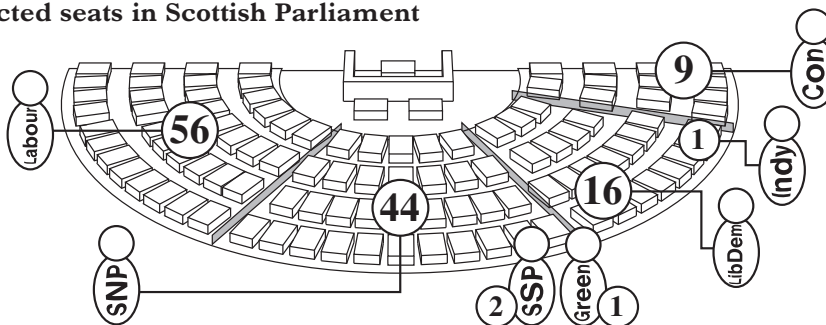
 System Three	 LABOUR	 SNP	 LIB DEM	 CON	 OTHERS					
Opinion Poll	1st vote	2nd vote	1st vote	2nd vote	1st vote	2nd vote	1st vote	2nd vote	1st vote	2nd vote
<i>April</i>	<b>44%</b>	37%	<b>33%</b>	34%	<b>10%</b>	13%	<b>10%</b>	10%	<b>2%</b>	5%
<i>Election</i>	<b>39%</b>	33%	<b>29%</b>	28%	<b>14%</b>	13%	<b>16%</b>	15%	<b>3%</b>	11%
<i>May</i>	<b>44%</b>	36%	<b>28%</b>	30%	<b>13%</b>	17%	<b>10%</b>	10%	<b>5%</b>	8%
<i>June</i>	<b>43%</b>	34%	<b>28%</b>	31%	<b>12%</b>	13%	<b>11%</b>	10%	<b>6%</b>	11%
<i>July</i>	<b>41%</b>	34%	<b>30%</b>	31%	<b>12%</b>	14%	<b>12%</b>	10%	<b>5%</b>	11%
<i>Aug</i>	<b>40%</b>	29%	<b>31%</b>	29%	<b>11%</b>	17%	<b>12%</b>	11%	<b>6%</b>	13%
<i>Sept</i>	<b>35%</b>	32%	<b>35%</b>	32%	<b>12%</b>	15%	<b>11%</b>	8%	<b>7%</b>	12%
<i>Oct</i>	<b>39%</b>	36%	<b>35%</b>	31%	<b>10%</b>	13%	<b>10%</b>	9%	<b>6%</b>	11%
<i>Nov</i>	<b>44%</b>	33%	<b>30%</b>	30%	<b>11%</b>	14%	<b>9%</b>	10%	<b>6%</b>	13%
<i>Now</i>	<b>43%</b>	37%	<b>34%</b>	33%	<b>9%</b>	12%	<b>8%</b>	9%	<b>6%</b>	10%

Others break down as follows:

**1st vote** – Green Party **2%**, SSP – **4%**, Other **0%**. **2nd vote** – Green Party **3%**, SSP **6%**, Other **1%**.

*This poll was taken among 978 people in 39 constituencies between January 6 and 13.*

**Projected seats in Scottish Parliament**



- (a) Using the source above, why might it be inaccurate to project the number of seats won by the political parties for the next Scottish Parliament?
- (b) What are the benefits to political parties **or** political researchers of opinion polls such as these?
- (c) What factors might the polling organisation have taken into account when deciding upon the 39 constituencies to be chosen **and** the 978 people within these constituencies to be asked?

**4**

**5**

**6**

**(15)**

**Answer questions from ONE Study Theme only.**

**STUDY THEME 2: LAW AND ORDER AND RESEARCH METHODS**

**SECTION A**

**Answer TWO questions from Section A**

**Each question is worth 30 marks**

*Marks*

**1. Context A: Theories of Law and Order**

To what extent has new technology infringed on the rights of the individual? **(30)**

**2. Context B: Crime and Public Disorder in the UK**

How strong is the relationship between poverty and crime rates? **(30)**

**3. Context C: Responses to Crime and Public Disorder in the UK**

*“Labour implemented a Law and Order policy that is both ‘Tough on crime, and tough on the causes of crime’.”*

How far is this a valid view? **(30)**

**4. Context D: The Penal System**

Does the Prison Service face insurmountable problems in carrying out its main functions? **(30)**

## SECTION B

**ALL parts of Section B should be answered.**

**This section is worth 30 marks.**

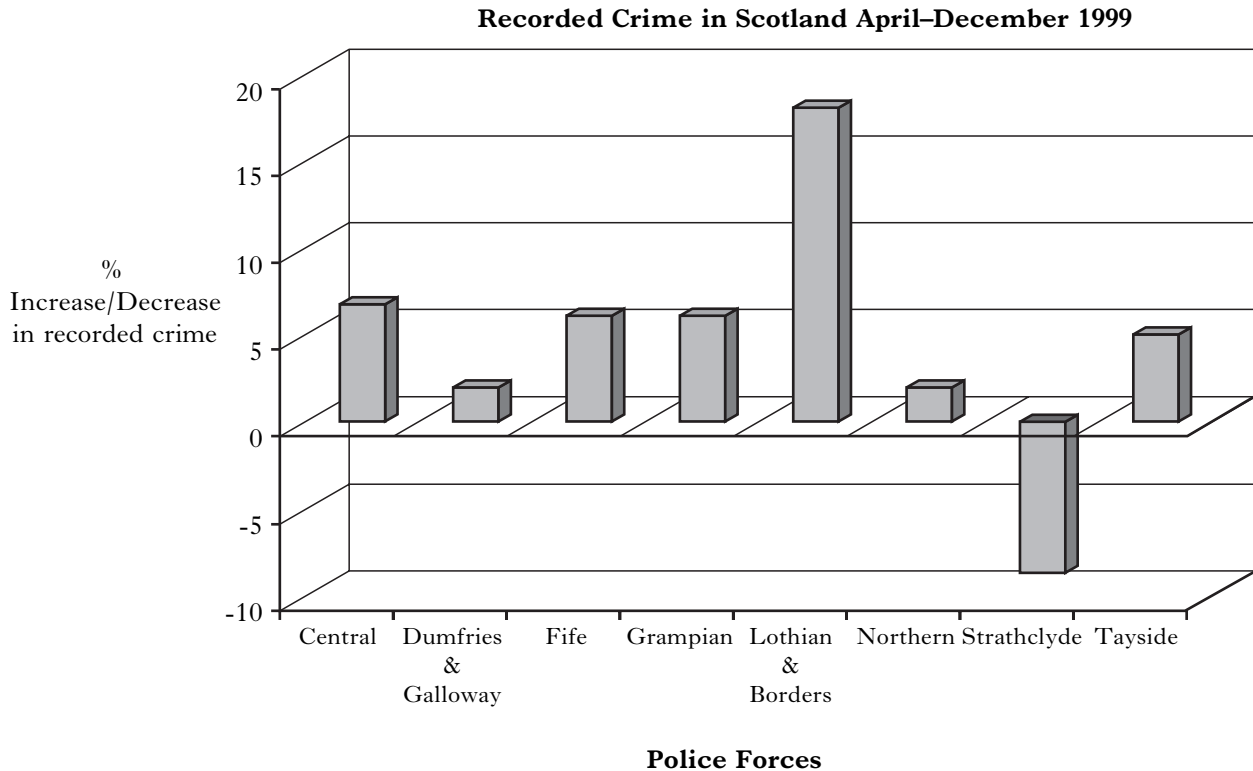
*Marks*

5. What are the advantages of using official police statistics, as sources of information, for research purposes?

What are the disadvantages of using official police statistics, as sources of information, for research purposes?

**(15)**

6. Study the source below, then answer the question which follows.



What are the difficulties faced in:

- interpreting;
- evaluating;
- drawing conclusions about the pattern of crime in Scotland from the information shown in the source above?

**(15)**

**Answer questions from ONE Study Theme only.**

**STUDY THEME 3: THE EUROPEAN UNION AND RESEARCH METHODS**

**SECTION A**

**Answer TWO questions from Section A**

**Each question is worth 30 marks**

*Marks*

**1. Context A: The United Kingdom and the European Decision-making Process**

*“The attitudes of the British political parties to joining a European Single Currency are more influenced by political than by economic considerations.”*

Assess this view.

**(30)**

**2. Context B: Representation in the European Parliament**

*“The main role of the European Parliament is to provide effective representation for the peoples of member states.”*

To what extent is this true?

**(30)**

**3. Context C: Decision-making in the European Union**

*“The European Parliament is only a ‘talking shop’. Real power is held by the Council of Ministers.”*

How far is this an accurate summary?

**(30)**

**4. Context D: The European Union and the Wider World**

*“The European Union claims that it wants new members. However, the fact is that the political, economic and human rights standards demanded by the European Union are impossible to meet.”*

Is this fair comment?

**(30)**

## SECTION B

**ALL parts of Section B should be answered.**

**This section is worth 30 marks.**

*Marks*

5. What are the advantages of using “popular” and “quality” newspapers as sources of information for research purposes?  
What are the disadvantages of using “popular” and “quality” newspapers as sources of information for research purposes? (15)
6. Study the source below, then answer the questions which follow.

### **Results of European Parliamentary Elections, May 1999**

#### **Provisional results for the United Kingdom**

<i>Party</i>	<i>Votes</i>	<i>% of vote</i>	<i>MEPs</i>
Conservative	3 578 218	34	36
Labour	2 803 821	27	29
Liberal Democrat	1 266 549	12	10
UK Independence	696 057	7	3
Green	625 378	6	2
Others	1 711 057		7
Totals	10 681 080		87

Source: European Commission

- (a) Why are the election results set out in the source above more reliable than those which might be produced in a country ruled by a military dictator? 5
- (b) What are the limitations of the source as a research tool? 4
- (c) A national newspaper has asked you to measure changes in voters’ attitudes since the election referred to in the source. Which research method would you use to ensure a valid comparison?

Justify your choice of research method.

6  
(15)

[END OF QUESTION PAPER]



[C064/SQP186]

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Advanced Higher  
Modern Studies  
Specimen Marking Instructions

NATIONAL  
QUALIFICATIONS

## Generic Marking Instructions

Candidates are required to explain, analyse and directly answer the question selected. Their analysis must be made in a balanced way with relevant examples. They should reach a relevant and developed conclusion to the question.

In Section A, award up to 15 marks for any explanation and analysis. The marks awarded should reflect the relevance and balance of the explanation, analysis, examples and conclusion(s).

**For 15-20 marks, the candidate will be able to demonstrate skills by:**

- explaining the issue accurately and in detail
- making relevant reference to comparisons/different perspectives
- presenting a balanced and sustained analysis with relevant examples
- reaching relevant and appropriate conclusion(s).

**The candidate will also be able to:**

- ☐ explain political/social issues in a way that is:
  - accurate
  - detailed
  - relevant and provides reference to comparisons/different perspectives.
- ☐ analyse political/social issues in a way that is:
  - sustained
  - balanced
  - effective in its use of relevant exemplification.

**For 21-30 marks, the candidate will be able to demonstrate skills by:**

- making **in depth** explanations of the issue, accurately and in detail
- making relevant and **detailed** reference to comparisons/different perspectives
- presenting a balanced, sustained and **well-developed** analysis with relevant and **detailed** examples
- reaching relevant, **well-developed** and **detailed** conclusion(s).

**The candidate will also be able to:**

- ☐ explain **in depth** political/social issues in a way that is:
  - accurate
  - detailed
  - relevant and provides reference to comparisons/different perspectives.
- ☐ analyse **in depth** political/social issues in a way that is:
  - sustained
  - balanced
  - effective in its use of relevant exemplification.

In Section B, the candidates are required to evaluate the methods used in a piece of research.

**For 15-20 marks, the candidate will be able to:**

- ☐ evaluate research methods **accurately**
- ☐ analyse the information/data **accurately**.

**For 21-30 marks, the candidate will be able to :**

- ☐ evaluate research methods **accurately and in depth**
- ☐ analyse the information/data **accurately and in depth**.

## Specific Marking Instructions

### STUDY THEME 1: COMPARATIVE POLITICS AND RESEARCH METHODS

#### SECTION A

##### 1. Context A: Functions of Political Parties

Assess the extent to which the success of New Labour in the UK (including Scotland) and **either** the Democrats in the USA **or** the SPD in Germany can be attributed to their policies or other factors.

- Quality answers will have good structure and coherence. They will mention a wide variety of examples – UK election ('97), Scottish election ('99) as well as local elections, European election and by-elections eg Ayr.
- They should outline the different types of electoral systems used and the effects on electoral outcomes.
- They should outline party policies – both Labour and their opponents.

This is a difficult question to structure so candidates may do UK and then either USA or Germany. They should **not** be disadvantaged for this.

**UK** – Expect reference to:

Factors affecting Labour victories ('97 and '99):

- Labour strengths eg unified, new vision, strong leadership, well-researched policies (expect detail here); learnt their lessons from the '92 election viz media, slick and professional election campaign.
- Conservative weaknesses eg divided over Europe, perception of very weak leader, tarnished with sleaze, poor media image, 18 years in power – bereft of new ideas, perception of a tired party and time for a change.
- Other factors – tactical voting significant in 1997 eg Lib Dems doubled seats with fewer votes than '92.
- Scottish Election – Labour benefits from UK factor and being party to give Scotland its own Parliament; SNP crucially did not trouble Labour in first past the post section in its heartland; Tories still serving penance and soul searching viz policy initiatives.
- Local elections and Euro elections – Tories making partial comeback but on low turnouts.
- Opinion poll data seems to confirm Labour maintaining its lead across UK but SNP making in-roads in Scotland.
- London Mayoral contest – Livingston factor.

**USA** – Mixed picture. Expect reference to:

- Presidential elections; Congressional elections; State elections eg gubernatorial, state legislature, mayoral.
- Policies – Democrats and Republicans.
- Democrats – Presidential victories ('92 and '96); Loss of Congress ('94 onwards); did not lose further ground in 1998 after Lewinsky scandal and impeachment – link to issues such as over-zealous Republicans in Congress; strength of US economy.
- Republicans – Newt Gingrich “Contract with America” and tactical errors in dealings with the President led to Republicans being blamed for stand off. The Republicans’ policies had been tarnished through association with the far right eg Christian wing – Pat Buchanan, Fundamentalism, anti-abortionists.
- Clinton and Democrats benefited from reaction to extremists eg Oklahoma bombing.

**Germany** – Mixed picture. Expect reference to:

- Elections – PR used (AMS) and so coalitions the norm.
- Federal system – Lander important.
- CDU/CSU – Had been in power nationally for a long time – lack of new policies; economy weak after unification; seen as too pro-European at expense of solving domestic issues; domestic difficulties still continuing eg recent financial scandal.
- SPD – new leader; policies moderated (similar to UK and New Labour) to develop itself as a “catch all” party; built on successes at Lander level; more professional campaigning; party radicals such as Oskar La Fontaine told to take a back seat to project the SPD image as “new”.
- Other parties – Greens (strong traditions in Germany); FDP associated with CDU/CSU.

## **2. Context B: Functions of Elections**

To what extent do voting systems affect electoral outcomes? Answer in relation to the UK (including Scotland) and **either** the USA **or** Germany.

A balanced analysis is expected though there are no definitive answers here. Candidates will again probably spend most time on UK and then do either USA or Germany. The more able candidates will be able to synthesise responses to incorporate comparisons across countries with adequate exemplification, but do not expect this to happen.

**UK** – Expect reference to:

- Comparison between UK General Election ('97) with Scottish Election ('99).
- FPTP – no government in post-war period has had 50% of vote yet most have had comfortable overall majorities eg 1983 & 1997.
- FPTP – Strong governments that enable relatively trouble free passage of legislative programme eg Reform of House of Lords; Budget.
- Scotland (AMS) – Coalition necessary and so compromises required. Decision-making much slower, though more inclusive eg tuition fees episode.
- First Minister much more constrained in his ability to deliver relative to Prime Minister in the UK context eg tuition fees.
- AMS has enabled SNP to rise to be official opposition in Scotland. Conservatives saved from political oblivion in Scotland through AMS.
- Lib Dems having a stake in Scotland's government despite being the fourth party eg Depute First Minister.
- Election of notable minority candidates in Scotland – Robin Harper (Greens), Tommy Sheridan (SSP), Denis Canavan (Independent).

**USA** – Mixed picture. Expect reference to:

- Primarily a two party system, so the electoral system used does not have much of a bearing on the result. This is changing with the growth of the Reform Party.
- Local elections result in much wider contests – FPTP used and some independents elected, though the big two still tend to dominate.
- Expect candidates to go into some details on the specifics of US elections ie primaries, caucuses, conventions, the electoral college. Credit knowledge of these issues but do not over credit descriptive accounts.
- Role of media and financial backing in US elections are crucial so expect some reference to this within the answer.

**Germany** – Expect reference to:

- AMS – coalitions the norm.
- Specific features of AMS in Germany – 5% clause, three-mandate waiver, excess mandate.
- Expect detail of recent coalitions – CDU/CSU with FDP; SPD with FDP and most recently the SPD with the Greens.
- The Greens arose from nowhere in 1980s to government in the 1998 election.
- Recent disputes between coalition partners over positions within government and issues, most notably the future of nuclear power stations in Germany.

### 3. *Context C: Decision-making in Central Government*

To what extent does the media influence decision-making in Central Government? Answer in relation to the UK (including Scotland) and **either** the USA **or** Germany.

This is a difficult question open to a variety of interpretations by candidates. Reward those who justify their interpretation of the question and adopt a balanced analysis with appropriate exemplification. Some candidates may make reference to Scotland and state governments in Germany and the USA. This is acceptable so long as the balance of the response relates to Central Government.

**UK** – Expect reference to:

- Media – the different forms and different regulations governing each. This may impact upon the degree of influence they have.
- Degree of influence is a matter of debate but parties themselves are aware of the importance of the media both directly and indirectly eg spin doctors, media units, focus groups, media image for politicians.
- Many ministerial resignations resultant from media influence eg Jonathan Aitken, David Mellor, Tim Yeo, Peter Mandelson, Geoffrey Robinson, Ron Davis.
- Harriet Harman sacking – possible media influence.
- Media influence possibly affecting Labour's approach to the Euro.
- Scotland – Section 28/Clause 2A – Daily Record stance. D Dewar stepped in to write up the replacement guidelines. Scottish Executive still going to repeal however.
- If a government is committed to an issue it may proceed regardless of media coverage/stance eg National Minimum Wage.

**USA** – Expect reference to:

- Media influence in Washington DC all pervasive.
- Clinton's Health Care Plan – Insurance industry used negative campaigning very effectively to undermine the plan.
- Media role in the Whitewater Affair.
- The Lewinsky Affair.
- Presidential Appointments – media's investigative role useful to inform Senate about the background of potential presidential appointments.
- Coverage of Clinton v Republican-dominated Congress. Republicans blamed by the public for stand-off over the budget that led to much of the government shutting down.

**Germany** – Expect reference to:

- German media used successfully by environmental lobby.
- Brent Spar – Media portrayed “Shell” as polluter.
- Coalition – coalition partners open to pressure. May be easier for media to exert influence on the junior partner and so affect change.
- State influence can emerge through Bundesrat to affect change at national level decision-making. Media can be influential in this respect.

#### 4. *Context D: Central and Devolved/State Government*

*“Devolved power opens up the policy making process to a significantly greater range of influences.”*

Discuss in relation to the UK (including Scotland) and **either** the USA **or** Germany.

This is a complex question open to a variety of interpretations by candidates. Reward those who can justify their approach and adopt a coherent framework for discussion. A balanced and analytical approach is expected.

Range of influences could include:

- Media
- Pressure Groups (various types here)
- Public Opinion
- Internal factions within parties
- Trade Unions
- The Churches

#### **UK/Scotland**

- Comparison between UK/Scotland.
- Section 28/Clause 2A.
- Coalition in Scotland – greater scope to influence the junior partner (or elements within it).
- Closeness/proximity of decision-making an issue – expect development here.
- Greater scope for the “Old Boy Network/Old School Tie” to operate.

#### **USA**

- Size of country is such that particular states have specific issues affecting them.
- California – “Save Our State” and the immigration debate. Impact on Republican candidate for Governor, Pete Wilson.
- California – Environmental issues.
- Oregon – hypothecated taxes.
- Closeness/proximity again an issue.

#### **Germany**

- Lander – closeness/proximity.
- Lander – responsibilities under federalism great.
- Lander have European representation.
- Impact of coalitions – state and national.
- Shifting alliances within state and local legislatures.
- Impact of coalitions upon decision-making process.

## SECTION B

5. What are the advantages of using “popular” and “quality” newspapers as sources of information for research purposes?

What are the disadvantages of using “popular” and “quality” newspapers as sources of information for research purposes?

Credit candidates who distinguish clearly between popular and quality press and their different approaches and credit exemplification where appropriate.

### **Advantages:**

- Immediacy – information, reaction, responses.
- Differing perspectives.
- Gives a sense of the reaction of the time.
- Follows a story on a day-to-day basis.

### **Disadvantages:**

- Newspapers often have their own agendas so there is a degree of bias.
- Reactions to events are often knee jerk and not considered.
- Reporting is often inaccurate due to lack of depth; also possible lack of expertise on part of journalist.
- Popular press prone to sensationalism and “dumbing down”.
- Often use of negative campaigning, by popular press especially.
- Popular press tends to “personalise” events and the real issues are downplayed. (15 marks)

6. Study the source below, then answer the questions which follow.

- (a) Using the source above, why might it be inaccurate to project the number of seats won by the political parties for the next Scottish Parliament?

Responses may include:

- Elections a long way off – events can happen, things can change.
- Opinion polls often inaccurate due to type of people who respond to them, and to statistical error.
- Voting for 1st and 2nd preferences may be affected by opinion poll data nearer the time.
- Voter turnout is unpredictable. (4 marks)

- (b) What are the benefits to political parties **or** political researchers of opinion polls such as these?

Benefits to political parties could be:

- Success/failure of specific policies/approaches.
- Campaigning strategies – are they paying off?
- Personalities – who is effective/who is not?
- Review of trends in support over time.
- Where do they have to improve? (Geographical area, policies, etc).

Benefits to political researchers could be:

- Research for newspaper articles.
- Research for academic analysis/papers.
- Plotting party support over time.
- Analysis of voting behaviour.

(5 marks)

- (c) What factors might the polling organisation have taken into account when deciding upon the 39 constituencies to be chosen **and** the 978 people within these constituencies to be asked?

Constituencies:

Factors might include:

- Rural/urban areas
- Safe/marginal seats
- Regional differences and spread.

Constituents:

Factors might include:

- Gender
- Age
- Social Class
- Ethnic origin
- Floating voter/loyalists.

(6 marks)

**SECTION A**

**1. Context A: Theories of Law and Order**

To what extent has new technology infringed on the rights of the individual?

Examiners should credit reference to the following:

- CCTV in streets, shops, banks, etc.
- ID cards (social security)
- Banking and computer records
- Information sold to customers
- Speed cameras
- DNA fingerprinting
- Cameras in the workplace
- Calls to institutions being recorded and monitored
- Phone tapping/bugging
- Scanners which eavesdrop on mobile phone conversations
- Jill Dando murder – Police were able to piece together almost her entire morning movements from CCTV
- Zoom lens cameras with digitally enhanced pictures to allow long distance photo taking.

Credit highly references to evidence of human rights abuse cases based on the use of new technology.

Candidates should show that they have an understanding of the individual rights that are being infringed as well as the way in which this is being done.

Credit references to:

- Right to Privacy
- Right to Association
- Right to Organise
- Freedom of Movement.

Candidates, however, should also demonstrate an awareness that there are safeguards in place to ensure that abuses are controlled. These would include:

- Data Protection Act
- Freedom of Information Act (proposed)
- European Convention of Human Rights.

Candidates should then sum up their findings in a logical conclusion based on the evidence that they have presented.

## 2. Context B: Crime and Public Disorder in the UK

How strong is the relationship between poverty and crime rates?

Examiners should credit reference to:

- Reasons why poor people may turn to crime
- Links to drugs and alcohol abuse
- Reasons why crime rates increase when the standard of living is improving
- Influence of location
- Age
- Gender
- Urban/rural factors
- Unemployment
- Increases in white collar crime
- Reliability of crime and poverty statistics.

Sophisticated answers should deal with the fact that poverty is a major influence but not the only influence. Candidates should provide different perspectives on this issue.

Candidates should also sum up their findings in a logical conclusion based on the evidence they have presented.

## 3. Context C: Responses to Crime and Public Disorder in the UK

*“Labour implemented a Law and Order policy that is both ‘Tough on crime, and tough on the causes of crime’.”*

How far is this a valid view?

Candidates should show an understanding of the ways in which Labour has attempted to deal with criminal behaviour, **and** the relationships between poverty and deprivation and criminal behaviour.

Credit references to the following:

Tough on Crime

- Increased sentences
- More police recruited
- “Drug Tsar” appointed
- Increased number of prison places available
- Anti-social neighbour/tenant legislation introduced
- Court system made more efficient to reduce backlog and thus secure more convictions
- Increased resources made available to Customs and Excise to combat smuggling and VAT evasion.

Tough on the Causes of Crime

Poverty

- Minimum wage introduced
- Restart
- Job creation schemes
- Increased benefits – particularly lone parents.

#### Alienation

- Social inclusion policies introduced, eg education
- Social inclusion minister appointed.

#### Drugs

- Increased drug education programmes
- Target setting for forces in terms of convictions and seizures.

#### Housing

- Environmental improvements
- New legislation to allow for new ownership of council housing, eg Glasgow
- Increased expenditure on housing
- Credit references to any other relevant examples.

Candidates should then sum up their findings both for “Tough on Crime” and also “Tough on the Causes of Crime” in a logical conclusion based on the evidence that they have presented.

#### 4. *Context D: The Penal System*

Does the Prison Service face insurmountable problems in carrying out its main functions?

Candidates should be aware of the main functions of the Prison Service as outlined below:

- Deterrence
- Punishment
- Protection of the Public
- Rehabilitation.

Candidates should outline the difficulties faced by the Prison Service and show how these difficulties impinge on the ability of the Prison Service to carry out its primary functions. They should also explain to what extent these problems are **insurmountable**.

Credit references to the following:

- Overcrowding
- Lack of resources
- Staffing shortages
- Outdated and unsuitable buildings
- Drugs
- Violence
- Corruption
- Low staff morale
- Stigmatisation of prisoners by society
- Criminal socialisation of the inmates
- Private companies with lack of experience in performing prison functions.

Examiners should also credit any other relevant references.

Candidates should then sum up their findings in a logical conclusion based on the evidence that they have presented.

## SECTION B

5. What are the advantages of using official police statistics, as sources of information, for research purposes? What are the disadvantages of using official police statistics, as sources of information, for research purposes?

**Advantages could include:**

- statistics collected by government statisticians
- produced on a regular basis therefore possible to see trends
- up-to-date
- collected in the same way each year/consistent method of collection used
- easy to get access to the statistics.

**Disadvantages could include:**

- the statistics are not always reliable
- it looks bad for crime statistics to go up. Some Senior Officers may try to hide this.
- based on reported crime
- many crimes not reported
- some crime statistics go up because people are more willing to report incidents
- some criminal activity seen as minor and therefore not reported
- people frightened to report some crimes
- changes in the law
- changes in moral values and interpretations of the law
- changes in, and difficulties of, categorisation (eg assault/GBH)
- levels of policing in different areas.

(15 marks)

6. Study the source below, then answer the question which follows.

What are the difficulties faced in:

- interpreting;
- evaluating;
- drawing conclusions about the pattern of crime in Scotland from the information shown in the source above?

Candidates responses should include references to all of the areas covered in the question, ie interpreting, evaluating and drawing conclusions.

References to the following should be given credit:

**Interpreting**

- No figures given, only percentages used.
- Scale of the graph can alter the perception of the result.

## Evaluating

- The person reading the graph will not be aware of how the figures have been collated.
- The graph shows recorded crime over a short period, therefore no way to evaluate whether a statistical blip has taken place.

## Drawing Conclusions

All of the above will influence the ability to draw a conclusion, **plus** the candidate may also make reference to:

- The fact that there is no reference to figures of more than one year previous. Therefore long term trends cannot be analysed.
- The previous figures may have been exceptionally low/high and make this year's comparison seem good or bad as a result.
- No way of knowing whether new offences have been included in the results or not.
- No way of knowing whether specific crimes have been targeted by the police, therefore skewing the results.
- Difference in policing tactics eg discretionary element of the officer(s) cannot be measured across forces.
- Changing social circumstances within a police force area may affect crime rates.
- Exceptional circumstances eg terrorist outrage, mass murder can affect rates for particular crimes.
- A modest crime rate in an area with low crime can appear as a higher percentage rise than a higher rise in an area of high crime.
- Any other relevant factors.

The candidate should draw a logical conclusion based on the evidence.

(15 marks)

SECTION A

1. *Context A: The United Kingdom and the European Decision Making Process*

*“The attitudes of the British political parties to joining a European Single Currency are more influenced by political than by economic considerations.”*

Assess this view.

Credit reference to, and understanding of:

- Party attitudes to EU membership – policies on which last Euro-election was contested.
- Effect on consensus of differences within parties – “Eurosceptics”.
- Issues on which there are differences among parties – look for reference to specific issues, especially “Euro”. Tory emphasis on keeping the pound, and “In Europe, not run by Europe”. Labour’s response; apparent shifts in position.
- Areas in which there is evidence of cross-party co-operation; sharing of pro-Europe platforms.
- Understanding of party approaches to the common currency.
- Effect on parties of Tory successes in most recent Euro-elections.

These references are representative of material relating to this area of the Study Theme but should not be regarded as an exhaustive checklist. Credit other appropriate and relevant references and exemplification.

2. *Context B: Representation in the European Parliament*

*“The main role of the European Parliament is to provide effective representation for the peoples of member states.”*

To what extent is this true?

Expect :

- Reference to directly elected nature of Parliament.
- Reference to powers of Parliament; comparison with powers and functions of other EU bodies which have executive powers.
- Discussion of role of MEP, both from MEP’s perspective and from public’s perspective.
- Discussion of the nature of the work of MEPs – relate to work of national MPs or equivalents.
- Comment on likelihood of reduction in numbers of MEPs as EU expands.
- Reference to public’s lack of knowledge of MEPs’ identities/powers of EU Parliament.
- Reference to electoral systems and to election turnouts.
- Judgement on (a) whether or not effective representation is the main role of Parliament, and  
(b) on the scope for MEPs to be effective representatives in the context in which they have to work.

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### 3. Context C: Decision Making in the European Union

*“The European Parliament is only a ‘talking shop’. Real power is held by the Council of Ministers.”*

How far is this an accurate summary?

Candidates should:

- Be able to compare and contrast the composition of the two bodies. The Council of Ministers, representing elected national politicians, carries more weight. Nationally elected politicians thrash out most important agreements, eg Maastricht. Greater number of Tory MEPs after last election gave them little extra power in terms of British dealings with EU.
- Show understanding of why and how countries’ national interests, expressed through their representatives at the Council of Ministers, still take precedence over EU interests.
- Recognise difficulty of forming coherent, policy forming political groups which would rise above national interests.
- Recognise that Parliament is essentially consultative.
- Be able to explain Parliament’s powers in relation to the Budget. Is the power more apparent than real?
- Be able to explain Parliament’s powers over Commissioners. What are the “powers” really worth?
- Recognise that “the Commission proposes, the Council of Ministers disposes”. Parliament does not initiate legislation.
- Appreciate the effect of the “subsidiarity” concept – does it strengthen or weaken the impact of the European Parliament?
- Suggest how the formation of the “Committee of the Regions” may have affected the importance of the European Parliament.

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### 4. Context D: The European Union and the Wider World

*“The European Union claims that it wants new members. However, the fact is that the political, economic and human rights standards demanded by the European Union are impossible to meet.”*

Is this fair comment?

Candidates may refer to:

- Previous expansion of the EU.
- Evidence that the EU is anxious to expand.
- The 1993 Copenhagen criteria for countries making application to join.
- “Difficult” background of potential applicants from, especially, Eastern Europe.
- Substantial progress towards joining made by, eg the Czech Republic, Hungary, Poland, and, despite ethnic division, Cyprus.
- The scope within the joining process for flexibility in time scales for meeting criteria – “differentiation” – so that momentum is not lost.
- The scope for allowing applicants to participate in low-level EU decision-making process to “gain experience”.
- Difficulties faced by some applicant countries – eg Turkey (human rights), Romania (human rights), Bulgaria (nuclear power stations, economic reforms).

These references are representative of issues relating to this area of the Study Theme but should not be regarded as an exhaustive checklist. Credit other appropriate and relevant references and exemplification.

## SECTION B

5. What are the advantages of using “popular” and “quality” newspapers as sources of information for research purposes?

What are the disadvantages of using “popular” and “quality” newspapers as sources of information for research purposes?

Credit candidates who distinguish clearly between popular and quality press and their different approaches and credit exemplification where appropriate.

### **Advantages:**

- Immediacy – information, reaction, responses.
- Differing perspectives.
- Gives a sense of the reaction of the time.
- Follows a story on a day-to-day basis.

### **Disadvantages:**

- Newspapers often have their own agendas so there is a degree of bias.
- Reactions to events are often knee jerk and not considered.
- Reporting is often inaccurate due to lack of depth; also possible lack of expertise on part of journalist.
- Popular press prone to sensationalism and “dumbing down”.
- Often use of negative campaigning, by popular press especially.
- Popular press tends to “personalise” events and the real issues are downplayed. (15 marks)

6. Study the source below, then answer the questions which follow.

- (a) Why are the election results set out in the source above more reliable than those which might be produced in a country ruled by a military dictator?

Expect reference to:

- UK legal framework inhibits electoral “cheating”.
- EU Commission is a reliable source.
- Maturity of UK/EU democracy ensures reliable counting and exhaustive scrutiny of results.
- Dictatorships have often “rigged” election results, intimidated voters and banned political opposition. Credit for specific examples. (5 marks)

- (b) What are the limitations of the source as a research tool?

Candidates may refer to:

- No figure for turnout.
- Results are provisional.
- No information on “Others” – polled sixth highest.
- No information on electoral system used.
- No information on candidate numbers. (4 marks)

- (c) A national newspaper has asked you to measure changes in voters' attitudes since the election referred to in the source. Which research method would you use to ensure a valid comparison?

Justify your choice of research method.

Expect majority to opt for opinion poll. Can be constructed on the basis of results in table; relatively quick and easy to administer.

Credit explanation as to why the method selected would allow a satisfactory comparison to be made.

These references are representative of issues relating to this area of the Study Theme but should not be regarded as an exhaustive checklist. Credit other appropriate approaches and interpretations.

(6 marks)

*[END OF MARKING INSTRUCTIONS]*