



**2010 Modern Studies**

**Advanced Higher**

**Finalised Marking Instructions**

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## **Contents**

	<b>Page</b>
Study Theme 1: Comparative Politics and Research Methods	3
Study Theme 2: Law and Order and Research Methods	10
Study Theme 3: The European Union and Research Methods	17

## STUDY THEME 1: COMPARATIVE POLITICS AND RESEARCH METHODS

### SECTION A

Marks

General points that apply to **all** answers:

- Quality answers will have a coherent structure and balanced analysis. Bear in mind that candidates are attempting to construct a comparative essay under examination conditions.
- High quality answers will compare across UK (Scotland) and USA regularly throughout the answer, rather than have a large section on the UK and a smaller section on the USA tagged on at the end.
- Acknowledgement of alternative viewpoints/arguments should be discussed to merit an A.
- Expect more emphasis on the UK from most candidates.
- Reward up-to-date exemplification.
- Credit highly candidates who make reference to and comment on secondary analysis eg Politics Review, newspaper articles, and, documentaries.
- Credit candidates who make implicit conclusions throughout the essay.
- The essay, as set, must be addressed.
- Look for development including up-to-date examples.

#### 1 Context A: Political Parties

*“Image is more important than ideology.”*

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

(30)

Refer to the General points that apply to **all** answers.

Expect reference to some of the following themes.

- A ‘historical’ overview/perspective emphasising the decline of ideology.
- Discussion of Blair as an image politician.
- The decline of socialism within the Labour movement.
- The emergence of ‘catch-all’ politics.
- A distancing from Thatcherism/monetarism within the Conservative Party.
- The maintenance of socialist values within the Labour movement eg the focus on poverty resolution.
- The change to perception brought by Brown – perhaps more of an ideological PM?
- Discussion of the SNP: Ideologically based but reliant on promulgating an image of effective government built round an image conscious leader.
- Clegg did well on TV debates but voters probably reverted to ideological principles come the election.
- Brown’s ‘dour Scot’ image was not a vote winner south of the border.

Credit any other relevant themes and credit highly appropriate up to date exemplification.

#### USA

Expect reference to some of the following themes.

- The Obama factor will undoubtedly feature highly with regard to image.
- Obama also has a clear ideology – eg on Health Care, Human Rights and Foreign policy.
- Polarisation of ideologies in recent years illustrated by party views on such things as healthcare, stem cell research and abortion.
- For many voters at state level – ‘all politics is local’ and a local image which relates to the electorate is important.

## 2. Context B: Electoral Systems

*Discuss the case for reforming electoral systems.*

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

(30)

Refer to the General points that apply to **all** answers.

Credit reference to aspects of the following.

### **UK – arguments FOR reform**

- Removal of the ‘democratic deficit’ – no ‘wasted votes’.
- Allow more diversity in the decision making process via the likely coalitions that would form via PR systems.
- Reduce the level of tactical voting.
- Perhaps reduce the level of apathy.
- 2010 election has produced an unsatisfactory ‘hung parliament’. If FPTP is going to do this would we not be with a PR system, which may produce ‘fairer’ coalitions?

### **UK – arguments AGAINST reform**

- Loss of clear constituency link.
- Voters don’t vote for coalitions and distortion of their parties published programmes.
- The UK has a tried and tested system, which has served us well.
- Loss of decisive government and the ability to put into practice a clear vision.

### **Scotland – arguments FOR reform**

- Removal of AMS would take away the divisive ‘2 tier’ MSP problem and the unclear role and location of list MSPs.

### **Scotland – arguments AGAINST reform**

- An extension of the PR element would further weaken the constituency link, which is already unpopular in Scotland; few can name their list MSPs.
- A return to FPTP would create a ‘meaningless’ Parliament dominated by Labour.

### **USA – arguments FOR reform**

- As per UK a fairer way to elect Senators and Congressmen, with no wasted votes.
- Anything would be better than the current Electoral College system which deprived Gore of the Presidency in 2000. Currently most states use FPTP with the winner gathering all the states’ votes. Fairer if EC votes were allocated proportionally?
- Not possible to elect President with PR but would as mentioned enhance the EC process.

### **USA – arguments AGAINST reform**

- USA citizens very insistent that ‘all politics is local’ – PR would weaken this link.
- Americans very protective of the status quo.

**3. Context C: Decision-making in Central and Devolved/State Government**

*Assess the effectiveness of legislatures in checking the power of their executives.*

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

**(30)**

Refer to the General points that apply to **all** answers.

Credit reference to aspects of the following.

**UK (including Scotland)**

Expect reference to some of the following themes.

- Analysis of the role of backbenchers and their effectiveness coping with Government majorities.
- Discussion and exemplification of such things as PMQT/FMQT, Select Committees, Standing Committees and debates.
- The role of the Lords.
- The Iraq Inquiry.
- Role of the whip system.

Credit any other relevant themes and credit highly appropriate up to date exemplification.

**USA**

- Discussion of the principles of ‘separation of powers’ and ‘checks and balances’.
- Understanding of the implications of congressional control, and how this can help or hinder a President and/or Congress.
- An understanding of the role of the Presidency in the American system.
- Expect reference to the ongoing debate over Obama’s healthcare proposal.

Credit any other relevant themes and credit highly appropriate up to date exemplification.

#### 4. Context D: The Politics of Influence

*Examine the view that interest/pressure groups enhance, rather than harm, democracy.*

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

(30)

Refer to the General points that apply to **all** answers.

Credit reference to aspects of the following.

There are innumerable examples which candidates may quote, and they are likely to have studied some in depth. Go with the candidate if they choose a quality rather than quantity approach to examples. Do give credit to interest group exemplification that is not directly political as there is often a political dimension to industrial disputes which may affect government revenue, take up Parliamentary time and involve local MP's in resolution processes.

##### **Enhancing the democratic process**

- Political parties cannot provide adequate representation for the full range of diverse interests and opinions in a modern democracy especially for those whose chosen party is unlikely to be elected eg the Greens or extremist groups. Particularly true in the USA where only 2 parties dominate.
- Interest groups exert influence in public decision and decision-making which in turn forces politicians to alter policies. Eg pressure on both sides of the Atlantic to reduce commitment overseas.
- Interest groups overcome the democratic deficit that builds up between elections.
- Interest groups increase participation eg those under voting age may participate.
- Interest groups improve the quality of government via consultation with 'insider' groups. Eg BMA, teaching unions. An array of professional lobbyists operates within the American political system.
- Interest groups enable new concerns and issues to reach the political agenda, for example, the anti smoking lobby in Scotland, and environmentalist movements in all areas.
- Interest groups assist the surveillance of the government by exposing information it would rather keep secret, thereby reinforcing and complementing work of opposition through political parties. Eg monitoring of the Dungavel detention centre and Guantanamo Bay. Pressure groups thereby improve the accountability of decision makers to electorates.

##### **Harming the democratic process**

- Interest groups improve participation, but benefit the better organised and more financially able.
- In America, influence is most often gained by money which gains political and media access.
- Pressure groups themselves may, via stunts and demos, seem more influential than they actually are, with the silent majority not having a say. Eg there were few 'pro Iraq war' demos.
- The views of more radical groups eg the far right, will most likely be ignored by the government of the day. Interest groups can also drain resources such as policing from areas of real need. There are currently 40 full time police officers operating at the permanent Faslane peace camp. Animal rights groups have been particularly 'effective' at eating into police resources.
- Interest group opposition can also block 'desirable changes' such as bypasses and new airports.
- Large-scale demonstrations may lead to violent clashes with the police and other demonstrators.

5. (a) *One of the most popular and widely used research methods is Participant Observation. Assess the argument that Participant Observation is neither reliable nor valid. You should use specific examples to support your answer.* (8)

General points:

- Award up to 3 marks for a point that is developed and relevant.
- The points must relate to the reliability and validity of participant observation.
- Both reliability and validity must be covered.
- If no specific examples used, maximum of 6 out of 8 marks.

Expect reference to some of the following:

### **Participant Observation**

#### **Reliability**

Participant observation (whether overt or covert) is not the most reliable research method. Such studies are, by their very nature, impossible to repeat and the data they produce is, when all's said and done, simply the opinion of one observer.

In addition, the reliability of overt participant observation can be further questioned in terms of the extent to which the presence of the observer actually changes the behaviour of those being studied.

However, while such studies may lack reliability it is evident that the validity of the data gained can be impressive.

### **Participant Observation**

#### **Validity**

Participant observers study people in their natural environment, gaining a depth of insight into behaviour that comes not simply from close, detailed, observation but also from the researcher's own experiences within the group being studied – a technique that provides first hand insights into why people behave as they do. In addition, participant observation does not prejudge issues and events (in the way a questionnaire may, for example) and, for these reasons it is possible to argue that such a method provides data that has a high level of validity.

- (b) *You are carrying out research into politics and the media. Apart from participant observation, choose one appropriate research method. For your chosen method, justify your choice.* (7)

General points:

- The research method chosen must be appropriate to research into politics and the media.
- Use your professional judgement.
- Award up to 3 marks for a point that is developed and relevant and is linked into the research topic – politics and the media.

6. (a) *To what extent can valid and reliable conclusions be drawn from the source?* (8)

General points:

Candidates should define validity and reliability.

- Award up to three marks for a point that is **specific** and in **detail**.
- If no expression of 'to what extent' award maximum 6 marks.

Expect reference to the following points:

*Evidence to show that the information does allow us to make valid and reliable conclusions:*

Ipsos MORI: recognised and established research company; their website tells you what they do and how they carry out their research.  
Seem to carry out Political Monitors on a regular basis (September Political Monitor).  
Sample size good: 1017 adults: over 18 so can vote.  
Telephone survey: benefits of telephone surveys?  
Question 1b: relevant and quite clear to respondents.  
Q3 – 6: Straightforward questions  
Any other relevant point that is appropriate to the validity and reliability of the source.

*Evidence to show that the information does not allow us to make valid and reliable conclusions:*

In 2010 exam, information from September 2008 will be dated. Might even have new PM etc.  
Survey sample unclear: states adults age 18 and over and then states British adults then states general public age 18+. Would be better if they firmed up the sample.  
Question 1b (and Q3) does not make it clear if it relates to UK/devolved governments.  
Q3 – 6: state satisfied/dissatisfied in the question but then the table of results include don't knows.  
Q3 – 6: No indication of what Index refers to in the table.  
Any other relevant point that is appropriate to the validity and reliability of the source.

- (b) *Discuss the main differences between primary and secondary data. You should give specific examples to support your answer.*

(7)

General points:

- Award up to 3 marks for a point that is developed and relevant.
- The points must discuss the main differences between primary and secondary data.
- If no specific examples used, maximum of 5 out of 7 marks.

Expect reference to the following:

The data used by social science researchers may be 'primary' or 'secondary' data. Primary data is that collected by the researcher herself by experiment, observation or survey method. Secondary data is data collected by other researchers; Government departments or official bodies; or individuals.

Secondary data is data that has already been collected by someone else and you analyse it in a new way to answer the question that you are interested in.

Primary data is expensive to conduct well as secondary is not as compared to primary data.

Primary data takes a long time to conduct as compared to secondary data.

The primary data is original (first hand data).

Primary data is detailed since it may consist of both quantitative and qualitative data.

Any other relevant points.

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

### SECTION A

Marks

General points that apply to **all** answers:

- Quality answers will have a coherent structure and analysis.
- Reward up to date exemplification.
- Credit highly answers that make reference to and comment on secondary analysis eg newspapers articles and documentaries.
- Look for development of argument supported by up to date examples.
- Credit candidates who make implicit conclusions throughout the essay.
- Acknowledgment of alternative viewpoints/arguments should be discussed to merit an A.

#### 1. Context A: Rights and Responsibilities in Relation to Law and Order in the UK

*“Safety is more important to the average person than individual freedoms.”*

*How valid is this view in relation to human rights and civil liberties in the UK?*

(30)

Refer to the General points that apply to **all** answers.

Expect candidates to have a balance of theory backed up by exemplification. This is a question which lends itself to analysis and responses should be easy to differentiate to this basis. Credit exemplification and reference to other relevant examples.

Expect references to:

- Balance of freedom and security is focus of question.
- Average person wants to be free – evidence to support this – protection of rights/ invasion of privacy/CCTV.
- Average person wants to be safe – protection of rights of the individual.
- Support for Government measures to keep us safe – anti terrorist legislation.
- ID cards – public perception.
- DNA.
- Bugging.
- Phone tapping/privacy debate.
- ECHR decisions.

**2. Context B: The Causes and Effects of Crime in the UK**

*To what extent can our “broken society” be blamed for crime in the UK?*

**(30)**

Refer to the General points that apply to **all** answers.

Credit reference to aspects of the following.

Expect candidates to have a balance of theory backed up by exemplification. Candidates may refer to theories of victimology and Marxist theory. Answers should be balanced due to the wording of the question – societal causes and individual causes should be addressed.

Expect reference to:

- Definition of “broken society” as cause of crime: social exclusion, poverty, anti social behaviour.
- Evidence of family influence.
- Peer pressure/gangs.
- Influence of poverty, drugs, anti-social behaviour.

Evidence that “broken society” not to blame:

- “Natural” causes.
- Biological factors.
- Genetic causes.
- Gender as a cause: feminist theory.
- Crime exists when society not “broken”.
- Crime rates are not worse: more is recorded?

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

*How valid is the claim that current law and order policies are failing to protect all citizens?*

(30)

Refer to the General points that apply to **all** answers.

This question allows candidates to refer to a broad range of government strategies and should not solely be based on policing.

Expect reference to:

- Define current policy.
- Evidence that it is failing to “protect and punish”.
- Sentencing guidelines.
- Conviction rates.
- Clear up rates.
- Police performance: accusations of policing on the cheap.
- Crime rates: evidence of fear of crime – protection.
- Community wardens.
- Case of racism in British police – protect minorities?
- Ian Tomlinson.

Evidence that it is successful:

- Crime rates falling.
- CCTV/ID cards – designed to protect.
- More police on the streets: more diverse police force.
- Better equipped police force: use of technology.
- Public confidence in policing.
- Responsive police force – community policing focus.
- Accountability of police.
- Examples of new legislation to protect public: Criminal Evidence Act 2008.  
Criminal Justice and Immigration Act 2008.

#### 4. Context D: Penal Systems in the UK

*“The most effective punishments work outside prison walls.”*

*Discuss.*

(30)

Refer to the General points that apply to **all** answers.

This question allows candidates to bring in a wide range of knowledge from both the UK and abroad. Answers can be based on UK only.

Expect reference to some of the following:

- Examination of “punishment” within prison walls – effectiveness of prisons as deterrent/punishment.
- Two thirds reoffend.
- Low crime rates in UK.
- Examination of success of alternatives to “prison walls”.
- Tagging.
- Community sentencing.
- Restorative justice.
- ASBOs and ABCs.
- DTTOs & any other relevant community non-custodial example.
- Discussion of public/political pressure to punish in prison.
- Sentencing policy – early release.
- Early Intervention – effectiveness? Education, family support, youth offending.

5. (a) *One of the most popular and widely used research methods is Participant Observation.*  
*Assess the argument that Participant Observation is neither reliable nor valid.*  
*You should use specific examples to support your answer.* (8)

General points:

- Award up to 3 marks for a point that is developed and relevant.
- The points must relate to the reliability and validity of participant observation.
- Both reliability and validity must be covered.
- If no specific examples used, maximum of 6 out of 8 marks.

Expect reference to some of the following:

### **Participant Observation**

#### **Reliability**

Participant observation (whether overt or covert) is not the most reliable research method. Such studies are, by their very nature, impossible to repeat and the data they produce is, when all's said and done, simply the opinion of one observer.

In addition, the reliability of overt participant observation can be further questioned in terms of the extent to which the presence of the observer actually changes the behaviour of those being studied.

However, while such studies may lack reliability it is evident that the validity of the data gained can be impressive.

### **Participant Observation**

#### **Validity**

Participant observers study people in their natural environment, gaining a depth of insight into behaviour that comes not simply from close, detailed, observation but also from the researcher's own experiences within the group being studied – a technique that provides first hand insights into why people behave as they do. In addition, participant observation does not prejudge issues and events (in the way a questionnaire may, for example) and, for these reasons it is possible to argue that such a method provides data that has a high level of validity.

- (b) *You are carrying out research into the Scottish criminal justice system.*  
*Apart from participant observation, choose one appropriate research method.*  
*For your chosen method, justify your choice.* (7)

General points:

- The research method chosen must be appropriate to research into the Scottish criminal justice system.
- Use your professional judgement.
- Award up to 3 marks for a point that is developed and relevant and is linked into the research topic – the Scottish criminal justice system.

6. (a) *To what extent can valid and reliable conclusions be drawn from the source?* (8)

General points:

Candidates should define validity and reliability.

- Award up to three marks for a point that is **specific and in detail**.
- If no expression of ‘to what extent’ award maximum 6 marks.

Expect reference to the following points:

*Evidence to show that the information does allow us to make valid and reliable conclusions:*

GLA: reliable research group?

Good sample size and weighting.

Advantages of a telephone survey?

Valid? Probably yes.

Reliable? Probably yes.

Part of a larger survey: here are questions 14 and 15.

Q15: defines anti-social behaviour to help the respondents.

Results divided Muslim and all Londoners.

Any other relevant point that is appropriate to the validity and reliability of the source.

*Evidence to show that the information does not allow us to make valid and reliable conclusions:*

Dated by 2010 (September/October 2007).

Not clear if the 64 Muslims in the survey were also part of the booster survey.

Why was a booster needed?

Disadvantages of a telephone survey?

Questions unclear: very subjective.

Any other relevant point that is appropriate to the validity and reliability of the source.

(b) *Discuss the main differences between primary and secondary data. You should give specific examples to support your answer.* (7)

General points:

- Award up to 3 marks for a point that is developed and relevant.
- The points must discuss the main differences between primary and secondary data.
- If no specific examples used, maximum of 5 out of 7 marks.

Expect reference to the following:

The data used by social science researchers may be ‘primary’ or ‘secondary’ data. Primary data is that collected by the researcher herself by experiment, observation or survey method. Secondary data is data collected by other researchers; Government departments or official bodies; or individuals.

Secondary data is data that has already been collected by someone else and you analyse it in a new way to answer the question that you are interested in.

Primary data is expensive to conduct well as secondary is not as compared to primary data.

Primary data takes a long time to conduct as compared to secondary data.

The primary data is original (first hand data).

Primary data is detailed since it may consist of both quantitative and qualitative data.

Any other relevant points.

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

### SECTION A

General points that apply to **all** answers:

- Quality answers will have a coherent structure and analysis.
- Reward up-to-date exemplification.
- Credit highly answers that make reference to and comment on secondary analysis eg newspaper article and documentaries.
- Look for development of argument supported by up to date examples.
- Credit candidates who make implicit conclusions throughout the essay.
- Acknowledgement of alternative viewpoints/arguments should be discussed to merit an A.

#### 1. Context A: Political Relations

*“UK political parties have failed to address the issue of the UK’s position regarding the European Union.”*

*Discuss.*

**(30)**

Refer to the General points that apply to **all** answers.

Expect reference to some of the following:

- Differences of opinions within the main political parties.
- The pro/anti Europe argument.
- Sovereignty.
- The policies of the main political parties on Europe.
- Emergent parties eg UKIP.
- Referenda.
- European Constitution.
- MEPs/MPs.
- Party performance in elections.
- Turnout in elections.
- The Euro/the Pound.
- Immigration.
- Asylum.
- Federalism.
- Other relevant points.

## 2. Context B: Representation and Participation in the European Parliament

*“Pressure and interest groups exert too much influence on the European Parliament.”*

*To what extent do you agree with this statement?*

(30)

Refer to the General points that apply to **all** answers.

Credit reference to aspects of the following:

- 15-20,000 Brussels – world’s largest lobbyists’ city spending c 1 billion euros a year.
- Estimated 2,500 lobby organisations.
- Operating behind closed doors.
- Mandatory public register.
- Common code of Ethical Behaviour.
- Framework for the Activities of Lobbyists in EU institutions.
- Need for transparency.
- Influence of lobbyists – eg blacklisting bad chemicals/caps on carbon emissions.
- Commission/parliament differences.
- Claims that measures don’t go far enough.
- Alliance for Lobbying Transparency and Ethics Regulation in the EU (ALTER-EU).
- Rights of small political groupings.
- Limiting the rights of minorities in Parliament.
- Influence of CDA (Christian democrats) and PvdA (Labour Party) in Parliament.
- Any other relevant points.

3. **Context C: The European Union and its International Involvement**

*“Enlargement of the European Union has weakened the security of its member states.”*  
*Discuss.*

(30)

Refer to the General points that apply to **all** answers.

Expect reference to some of the following:

- NATO membership.
- The European Security Strategy.
- A Secure Europe in a Better World.
- Increased amounts of national interests.
- Ability to work together.
- Costs contributions/hardware, manpower.
- Strategic concerns/differences.
- Uniformity of Approach v group approach.
- Greater borders/how secure?
- Russia/Georgia.
- Cold war?
- Terrorism.
- Freedom of movement.
- Any other relevant points.

**4. Context D: Social Developments in the European Union with reference to the UK and the EU.**

*To what extent have policy directives on rights and freedoms led to disagreement within the European Union?*

**(30)**

Refer to the General points that apply to **all** answers.

Expect reference to the following points:

- Charter of Fundamental Rights.
- Lisbon Treaty.
- Convention of European Rights v Charter.
- Mainstreaming of human rights.
- Degree of member state compliance with EU directives.
- Diverging implementation of EU directives.
- Power of Fundamental Rights agency.
- Rights of asylum seekers.
- UK/France repatriation of Afghan asylum seekers.
- Anti-terrorist legislation.
- Discrimination against Roma.
- Freedom of movement/migrants.
- Data protection.
- Issues affecting gender, ethnicity, age and religion.
- UK position.

## SECTION B

5. (a) *One of the most popular and widely used research methods is Participant Observation.*  
*Assess the argument that Participant Observation is neither reliable nor valid.*  
*You should use specific examples to support your answer.* (8)

General points:

- Award up to 3 marks for a point that is developed and relevant.
- The points must relate to the reliability and validity of participant observation.
- Both reliability and validity must be covered.
- If no specific examples used, maximum of 6 out of 8 marks.

Expect reference to some of the following:

### **Participant Observation**

#### **Reliability**

Participant observation (whether overt or covert) is not the most reliable research method. Such studies are, by their very nature, impossible to repeat and the data they produce is, when all's said and done, simply the opinion of one observer.

In addition, the reliability of overt participant observation can be further questioned in terms of the extent to which the presence of the observer actually changes the behaviour of those being studied.

However, while such studies may lack reliability it is evident that the validity of the data gained can be impressive.

### **Participant Observation**

#### **Validity**

Participant observers study people in their natural environment, gaining a depth of insight into behaviour that comes not simply from close, detailed, observation but also from the researcher's own experiences within the group being studied – a technique that provides first hand insights into why people behave as they do. In addition, participant observation does not prejudge issues and events (in the way a questionnaire may, for example) and, for these reasons it is possible to argue that such a method provides data that has a high level of validity.

- (b) *You are carrying out research into the workings of the European Union institutions.*  
*Apart from participant observation, choose one appropriate research method.*  
*For your chosen method, justify your choice.* (7)

General points:

- The research method chosen must be appropriate to research into workings of the European Union institutions.
- Use your professional judgement.
- Award up to 3 marks for a point that is developed and relevant and is linked into the research topic – workings of the European Union institutions.

6. (a) *To what extent can valid and reliable conclusions be drawn from the source above?* (8)

General points:

Candidates should define validity and reliability.

- Award up to three marks for a point that is **specific and in detail**.
- If no expression of ‘to what extent’ award maximum 6 marks.

Expect reference to the following points:

*Evidence to show that the information does allow us to make valid and reliable conclusions:*

- Conducted by Ipsos MORI reputable company.
- 1,026 adults interviewed.
- Interviews conducted over a short timescale (dated).
- Simple questions – answers given as %.
- Study could be repeated at a later date to allow for comparisons.
- Any other relevant point that is appropriate to the validity and reliability of the source.

*Evidence to show that the information does not allow us to make valid and reliable conclusions:*

- Conducted on behalf of the Liberal Democrats – biased?
- Can the research be repeated with the same respondents?
- No information about the spread of respondents.
- Telephone poll – cross section of the population? Reliable?
- High proportion of don’t knows.
- Did respondents understand the questions?
- Any other relevant point that is appropriate to the validity and reliability of the source.

- (b) *Discuss the main differences between primary and secondary data. You should give specific examples to support your answer.*

(7)

General points:

- Award up to 3 marks for a point that is developed and relevant.
- The points must discuss the main differences between primary and secondary data.
- If no specific examples used, maximum of 5 out of 7 marks.

Expect reference to the following:

The data used by social science researchers may be 'primary' or 'secondary' data. Primary data is that collected by the researcher herself by experiment, observation or survey method. Secondary data is data collected by other researchers; Government departments or official bodies; or individuals.

Secondary data is data that has already been collected by someone else and you analyse it in a new way to answer the question that you are interested in.

Primary data is expensive to conduct whereas secondary is not as expensive compared to primary data.

Primary data takes a long time to conduct as compared to secondary data.

The primary data is original (first hand data).

Primary data is detailed since it may consist of both quantitative and qualitative data.

Any other relevant points.

[END OF MARKING INSTRUCTIONS]