

**[C236/SQP316]**

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Modern Studies  
Advanced Higher

NATIONAL  
QUALIFICATIONS

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# Course Assessment Specification

## Modern Studies (Advanced Higher)

The purpose of this document is to provide:

- details of the structure of the Course Assessment
- guidance on how to use information gathered from the Question Paper and the Dissertation to estimate candidate performance in the Course Assessment.

### Part 1

**This part of the Course Assessment Specification details the structure of the Course Assessment.**

The Course Assessment:

- consists of a Question Paper and a Dissertation
- has a total mark allocation of 135 – the question paper has a mark allocation of 90 marks and the dissertation has a mark allocation of 45 marks.

The question paper has a time allocation of 3 hours and will:

- assess knowledge and understanding and analysis and evaluation
- assess integration of knowledge and understanding and analysis and evaluation covering the *Political and Social Issues* (Advanced Higher) Unit
- use language appropriate to the reading age of Advanced Higher candidates in any question, stimulus or source.

The dissertation produced by the candidate will be on an issue of their own choice, related to the Study Theme undertaken. It will be produced within the 40 hours allowed for the *Modern Studies: Practical Research* (Advanced Higher) Unit. It will assess candidates' ability to plan and execute a piece of original research in terms of:

- devising suitable aims and a hypothesis
- analysing and evaluating evidence gathered
- relating evidence to the aims and hypothesis
- drawing valid conclusions.

### The Question Paper

The question paper contains **three** Study Themes. The candidate chooses one of these. **Study Theme 1** examines the content of *Comparative Politics and Research Methods*; **Study Theme 2** examines the content of *Law and Order and Research Methods*; **Study Theme 3** examines the content of *The European Union and Research Methods*.

Study Theme 1: *Comparative Politics and Research Methods*

This Study Theme will be in two sections, Section A and Section B.

- **Section A will contain four essay questions, of which the candidate should answer two.** There will be one question on each context from the Study Theme. Each question is worth 30 marks. A question may include a short stimulus.

- **Section B will contain two questions, both of which the candidate should answer.** Each question will be worth 15 marks, and be divided into a number of short items. Some of these items will relate to source material provided.

### *Section A*

The topic for each question in this section is outlined below:

- Context A: Political Parties.
- Context B: Electoral Systems.
- Context C: Decision Making in Central and Devolved/State Government.
- Context D: The Politics of Influence.

### *Section B*

- This section will examine research methods.
- It will contain **two** questions each worth 15 marks; these will be subdivided.
- Candidates will be required to answer **both** questions.
- One question will be based on a source.

### *Study Theme 2: Law and Order and Research Methods*

This Study Theme will be in two sections, Section A and Section B.

- **Section A will contain four essay questions, of which the candidate should answer two.** There will be one question on each context from this Study Theme. Each question is worth 30 marks. A question may include a short stimulus.
- **Section B will contain two questions, both of which the candidate should answer.** Each question will be worth 15 marks, and be divided into a number of short items. Some of these items will relate to source material provided.

### *Section A*

The topic for each question in this section is outlined below:

- Context A: Rights and Responsibilities in relation to Law and Order in the UK.
- Context B: The Causes and Effects of Crime in the UK.
- Context C: Responses to Crime in the UK.
- Context D: Penal Systems in the UK.

### *Section B*

- This section will examine research methods.
- It will contain **two** questions each worth 15 marks; these will be subdivided.
- Candidates will be required to answer **both** questions.
- One question will be based on a source.

### Study Theme 3: *The European Union and Research Methods*

This Study Theme will be in two sections, Section A and Section B.

- **Section A will contain four essay questions, of which the candidate should answer two.** There will be one question on each context from this Study Theme. Each question is worth 30 marks. A question may include a short stimulus.
- **Section B will contain two questions, both of which the candidate should answer.** Each question will be worth 15 marks, and be divided into a number of short items. Some of these items will relate to source material provided.

#### *Section A*

The topic for each question in this section is outlined below:

- Context A: Political Relations.
- Context B: Representation and Participation in the European Parliament.
- Context C: The European Union and its International Involvement.
- Context D: Social Developments in the European Union with reference to the UK and the EU.

#### *Section B*

- This section will examine research methods.
- It will contain **two** questions each worth 15 marks; these will be subdivided.
- Candidates will be required to answer **both** questions.
- One question will be based on a source.

### **The Dissertation**

- the dissertation will be assessed in terms of the validity and critical appraisal of its aims, methodology, evidence and conclusions
- titles should be drawn from the content of a Study Theme studied in the *Political and Social Issues* (Advanced Higher) Unit
- dissertations should be a maximum of 5,000 words in length, excluding headings, methodology, footnotes, bibliography and appendices
- a flat penalty of 10% of the total marks available (i.e. 4 marks) will be deducted once the stated word limit has been exceeded.

Completed dissertations and supporting documentation should be submitted to SQA for external assessment. The submission date, in late April, is intimated to centres each year in the Operational Guide.

## **The “*added value*” of the Course**

Course assessment requires additional skills and abilities over and above those required for individual Units. These are detailed in the Assessment section of the Course Specification and include:

- retaining knowledge and skills over time
- retaining knowledge and skills in greater breadth and depth than in the Units
- retaining and demonstrating knowledge and skills in response to less structured items
- demonstrating the ability to apply and adapt the skills of knowledge and understanding, analysis and evaluation, in two contexts within a single paper
- demonstrating the ability to apply and integrate knowledge and understanding, analysis and evaluation in researching and producing a dissertation.

## Part 2

This part of the Course Assessment Specification provides guidance on how all components contribute to the Course award. It also indicates how to use the assessment information gathered from these components to estimate candidate performance.

The Course Assessment is based on the Question Paper and the Dissertation:

Component	Mark Range
Question Paper	0 – 90
Dissertation	0 – 45
Total Marks	0 – 135

An estimate of the candidate's progress through the dissertation should be combined with a score in an assessment of the question paper component to produce a final estimate.

In the *Advanced Higher Modern Studies* Course, cut-off scores are set at approximately 70% of the total marks for grade A and 50% for grade C, with B grade falling midway at between 60% and 69%.

The following table gives an indication of appropriate cut-off scores:

Grade	Band	Mark Range
A	1	115 – 135
A	2	94 – 114
B	3	88 – 93
B	4	81 – 87
C	5	74 – 80
C	6	67 – 73
D	7	61 – 66
No Award	8	54 – 60
No Award	9	0 – 53

The cut-off scores may be lowered if the question paper component turns out to be more demanding than intended. Alternatively, they may be raised if the question paper component turns out to be less demanding than intended.

### *Worked example*

- In a centre's own prelim, a candidate scores a total mark of 52/90; this is combined with an estimate of progress in the dissertation of 30/45, giving a total mark of 82/135.
- The centre's view is that their prelim is slightly less demanding than the SQA examination.
- Using the mark range, a realistic estimate will be **band 5** rather than band 4.

## C236/SQP316

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Modern Studies  
Advanced Higher  
Specimen Question Paper  
for use in and after 2009

Time: 3 hours

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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: Political Parties**

To what extent do party structures differ in the UK (including Scotland) and the USA? **(30)**

**2. Context B: Electoral Systems**

To what extent do influences such as personality and political spin affect voting intentions more than other factors such as social class and gender?

Answer in relation to the UK (including Scotland) and the USA. **(30)**

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

*“Elected representatives in the UK (including Scotland) have more opportunities to influence decision-making in central government than their counterparts in the USA.”*

How accurate is this view? Answer in relation to the UK (including Scotland) and the USA. **(30)**

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

*“Pressure/interest groups are largely free of controls when promoting their cause.”*

How far is this an accurate assessment? Answer in relation to the UK (including Scotland) and the USA. **(30)**

**SECTION B**

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

**This section is worth 30 marks.**

**5.** To assess the public’s views on the performance and leadership of a local constituency party, a researcher conducted one hundred telephone interviews with a random sample of local residents selected from the telephone directory.

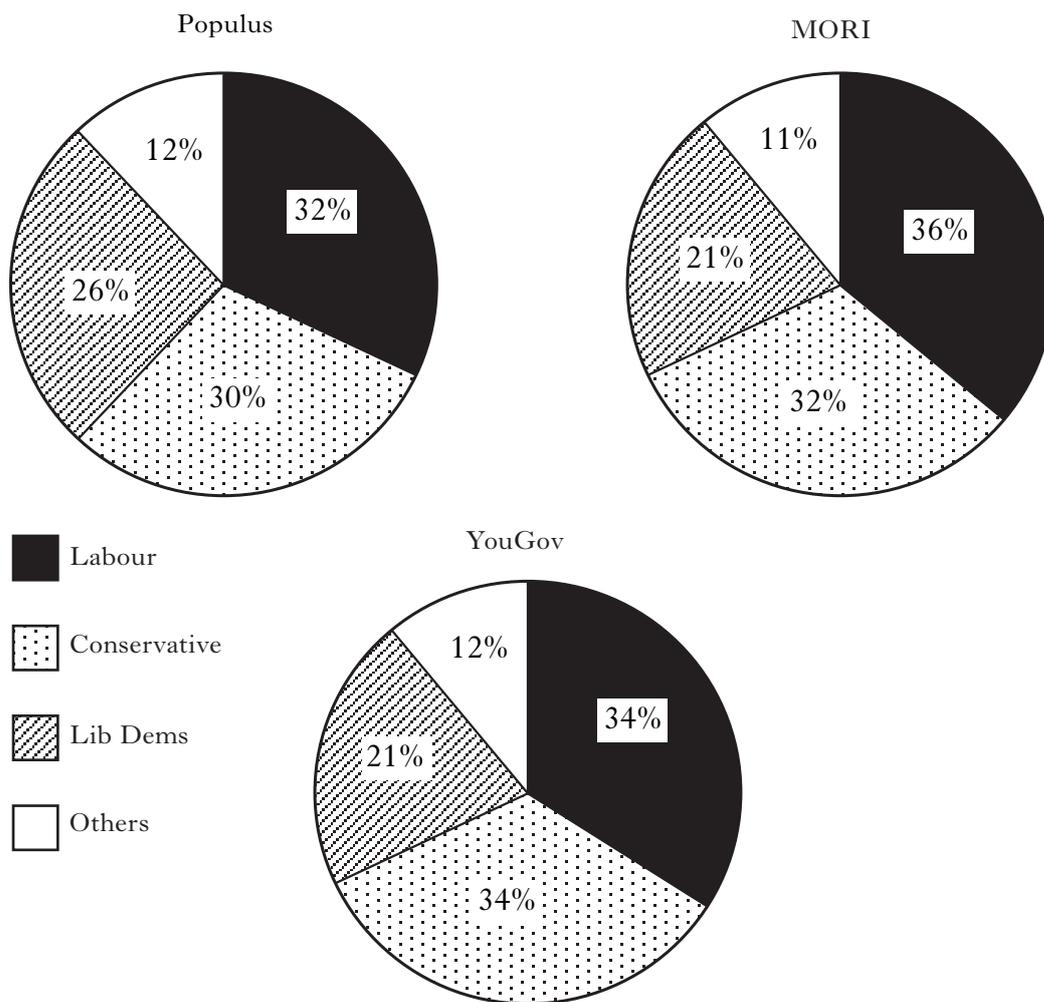
(a) What are the advantages of using a random sample in a piece of research such as this? **5**

(b) To what extent is telephone interviewing effective as a research method? **10**

**(15)**

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

**Voting Intentions of the Electorate in August/September 2004**



The Populus poll was collected from 1009 telephone interviews between 3 and 5 September 2004. The Financial Times commissioned the MORI poll. Face-to-face interviews were conducted with a representative sample of 1923 voters between 12 and 16 August 2004. The Daily Telegraph commissioned the YouGov poll. Data was collected over the Internet.

- (a) To what extent can **valid and reliable** conclusions be drawn from the above information regarding voting intentions in August/September 2004? 10
- (b) Suggest **one** alternative source of data which could be used to support or contradict the results given in the pie charts. Give **reasons** to support your choice. 5

**(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: Rights and Responsibilities in relation to Law and Order in the UK*  
*“Individual rights are increasingly being restricted in the interests of collective security and national prosperity.”*  
Discuss. (30)
  
2. *Context B: The Causes and Effects of Crime in the UK*  
To what extent is there a relationship between gender and crime? (30)
  
3. *Context C: Responses to Crime in the UK*  
*“The Government’s policy of tackling the underlying causes of crime, rather than any developments in policing, is more important in reducing crime.”*  
How accurate is the view expressed in this statement? (30)
  
4. *Context D: Penal Systems in the UK*  
Evaluate attempts to reduce the levels of overcrowding in prisons over the last decade. (30)

**SECTION B**

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

**This section is worth 30 marks.**

5. To assess the public’s views on the performance of the local police force, a researcher conducted one hundred telephone interviews with a random sample of local residents selected from the telephone directory.
  - (a) What are the advantages of using a random sample in a piece of research such as this? 5
  - (b) To what extent is telephone interviewing effective as a research method? 10(15)

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

The following tables were drawn to compare crime rates in the United States and England using the results of recorded crime rates, victim surveys and conviction rates.

Murder: Police-recorded crime rate per 1000 population

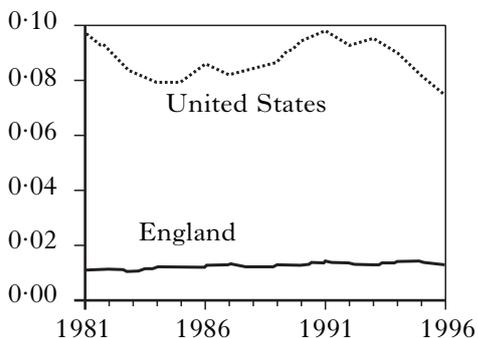


Figure 5

Rape convictions per 1000 alleged rapists

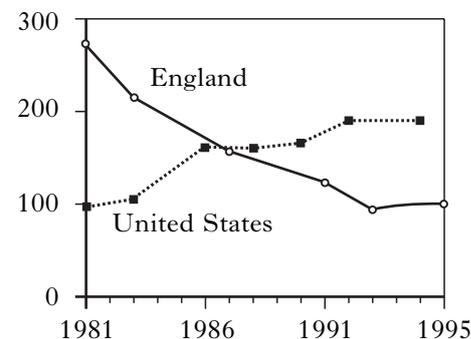


Figure 26

Burglary: Police-recorded crime rate per 1000 population

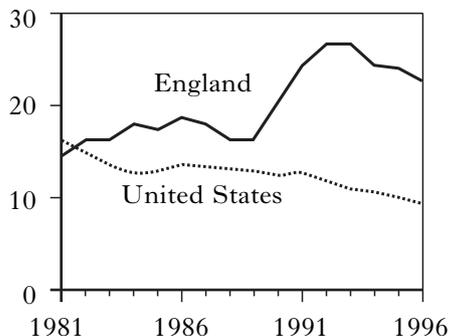


Figure 9

Burglary: Survey crime rate per 1000 households

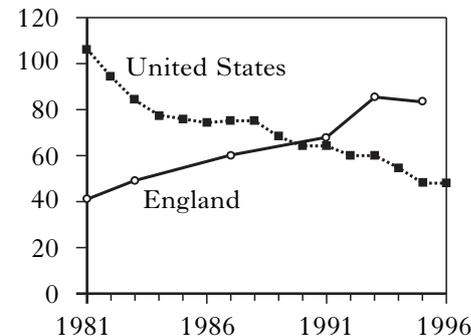


Figure 3

Motor vehicle theft: Police-recorded crime rate per 1000 population

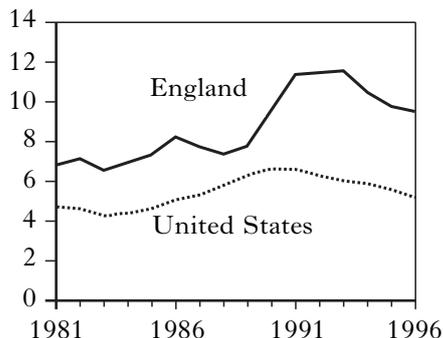


Figure 10

Assault conviction rate per 1000 population

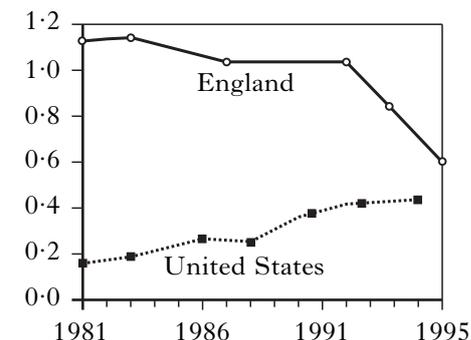


Figure 22

Source: US Department of Justice

- (a) To what extent can **valid and reliable** conclusions be drawn regarding crime rates in the two countries over the period 1981–1996? 10
- (b) Suggest **one** alternative source of data which could be used to support or contradict the results given in the graphs. Give **reasons** to support your choice. 5

(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: Political Relations*

*“In recent years, United Kingdom (UK) governments have had disagreements with the European Union (EU) over a range of issues. The outcomes of these disagreements have never benefited the people of the UK.”*

Discuss. **(30)**

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

*“The voting system to be used is a crucial factor in persuading people to vote in the European Parliamentary elections.”*

Discuss with reference to the United Kingdom and **other** member states. **(30)**

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

To what extent does expansion of the European Union bring both benefits **and** costs to existing members and applicant countries? **(30)**

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

To what extent have EU directives restricted rather than enhanced civil liberties? **(30)**

**SECTION B**

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

**This section is worth 30 marks.**

**5.** To assess the public’s views on how the UK’s membership of the European Union has benefited the local area, a researcher conducted one hundred telephone interviews with a random sample of local residents selected from the telephone directory.

(a) What are the advantages of using a random sample in a piece of research such as this? **5**

(b) To what extent is telephone interviewing effective as a research method? **10**

**(15)**

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

### THE FUTURE OF EUROPE

- A polling organisation interviewed a representative quota sample of 1025 adults, aged 18+, at 65 constituency sampling points across Britain over two days each November.
- Interviews were conducted, face-to-face, in the street.
- Data was weighted to match the population profile.
- The survey was conducted on behalf of a British newspaper.

Q If there were a referendum now on whether Britain should stay in or get out of the EU, how would you vote?

	1977 %	1980 %	1983 %	1987 %	1990 %	1991 %	1992 %	1993 %	1994 %	1996 %	1997 %
Stay in	47	26	36	48	62	60	52	46	52	44	44
Get out	42	65	55	39	28	29	35	39	36	39	40
Don't know	11	9	9	13	9	11	13	15	12	17	16

- (a) To what extent can **valid and reliable** conclusions be drawn regarding the attitude of the UK public towards the EU?
- (b) Suggest **one** alternative source of data which could be used to support or contradict the results given in the table. Give **reasons** to support your choice.

10

5

(15)

[END OF SPECIMEN QUESTION PAPER]



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## STUDY THEME 1: COMPARATIVE POLITICS AND RESEARCH METHODS

### SECTION A

#### 1. Context A: Political Parties

**To what extent do party structures differ in the UK (including Scotland) and the USA?**

**(30)**

General points:

- Quality answers will have a coherent structure and provide a balanced analysis of the question.
- High quality answers will compare across their chosen countries regularly throughout the answer rather than having a large section on either the UK and a smaller section on either the USA and/or Scotland tagged on at the end.
- Reward up-to-date exemplification.
- Credit candidates who make implicit conclusions throughout the essay.
- Do not pass answers that do not cover Scotland and the USA.
- One-sided responses should be awarded a maximum of 14 marks.

Candidates should show an awareness of the tightness of UK party organisations compared with the looser structure that exists in the USA.

#### **UK (including Scotland)**

Expect reference to some of the following:

##### Membership and Structure

- The Labour Party is a membership (201,374 members in 2004) organisation consisting of Constituency Labour Parties and affiliated trade unions. Members who are elected to parliamentary positions take part in the Parliamentary Labour Party (PLP) and European Parliamentary Labour Party (EPLP).
- The party's decision-making bodies on a national level include the National Executive Committee (NEC), Labour Party Conference, and National Policy Forum (NPF), although in practice the Parliamentary leadership has the final say.
- Expect discussion on the metamorphosis of Old to New Labour, eg Labour electoral manifestos have not contained the term *socialism* since 1992, although when Clause 4 was abolished the words "the Labour Party is a democratic socialist party" were added to the party's constitution.
- In Scotland the Scottish Policy Forum formulates Scottish Labour policy for the Scottish Parliament manifesto. The Scottish Labour Party annual conference remains the sovereign policy-making body within the Labour Party for the Scottish Parliament manifesto.
- The internal organisation of the Conservative Party is a contrast between the constituency groups who dominate in the election of party leaders, and the members of the Conservative Central Office who lead in financing, the organisation of elections, and drafting of policy. The leader of the Parliamentary party provides the core of daily political activity and forms policy in consultation with his cabinet and administration.
- The SNP consists of local branches of party members. Those branches then form an association in the constituency they represent. There are also 8 Regional Associations to which the branches and constituency associations in each can send delegates. The SNP's policy structure is developed at its Annual National Conference and its regular National Council meetings. The SNP parliamentarians (Scottish, Westminster and European) and councillors have representation on the NEC, as do the Trade Union Group and the youth wing/student wing jointly.
- Candidates can focus on the membership and structure of any of the major parties, Labour, Lib Dems, Conservatives and SNP. They may specialise or offer a broad view – go with the candidate.
- Any other relevant points.

## Leadership

- Labour involves the unions and party members in the selection process. The recent reforms leading to “one person one vote” have broadened the process from being the exclusive preserve of parliamentary MPs. Each prospective candidate needs the support of 44 Labour MPs before they can put themselves forward. The winner will be decided by a ballot of trade union members affiliated to the Labour Party, ordinary Labour Party members, and the Parliamentary Labour Party, the results of each of which will be weighted to make up a third of the total vote. Any candidate with a majority at that stage will become leader.
- Liberal Democrats use the traditional method of voting for a new leader – by a simple vote among MPs.
- The Conservatives have introduced a vote for its party members to give the system a more democratic input.
- The SNP’s leadership is invested in its National Executive Committee (NEC) which is made up of the party’s elected office bearers and 10 elected members (voted for at conference).
- Any other relevant points.

## USA

Expect reference to some of the following:

### Membership, Structure and Leadership

Candidates will almost certainly focus on the Democrats and Republicans.

- The support of states’ rights has meant that parties are more influential at a state level and not at a federal one. Therefore, national organisations are weaker compared to state ones.
- However national party organisations have the sole right to nominate the presidential candidate.
- The primaries give local voters power in the selection of candidates that is not found in the UK.
- The ideologies that both parties claim to have is that which is promoted by the presidential candidate. It would be impossible for a central party to enforce a programme on a presidential candidate.
- The **Democratic** National Committee (DNC) is responsible for promoting Democratic campaign activities, writing the Democratic Platform, and organising campaign strategy. In presidential elections it supervises the Democratic National Convention and, during the primary season, raises funds, commissions polls, and coordinates campaign strategy.
- The chairman of the DNC is elected by vote of the Democratic National Committee Members for a four year term.
- Each state also has a State Committee, made up of elected committee members. State and local committees often coordinate campaign activities within their jurisdiction, oversee local conventions and in some cases primaries or caucuses, and may have a role in nominating candidates for elected office under state law.
- The **Republican** National Committee (or RNC) is responsible for promoting presidential goals when the party controls the White House or promoting Republican policies when the Democrats have the White House.
- The chairman of the RNC is chosen by the President when the Republicans have the White House or otherwise by the state committees.
- In presidential elections, the committee, under the direction of the presidential candidate, supervises the national convention, raises funds, and coordinates campaign strategy. There are similar state committees in every state and most large cities, counties, and legislative districts, but they have far less money and influence than the national body.
- The Republican House and Senate have powerful fund raising and strategy committees. The National Republican Congressional Committee assists in House races and the National Republican Senatorial Committee in Senate races. They each raise over \$100 million per election cycle, and play important roles in recruiting strong state candidates.
- Any other relevant points.

## 2. Context B: Electoral Systems

**To what extent do influences such as personality and political spin affect voting intentions more than other factors such as social class and gender?**

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

**(30)**

General points:

- Quality answers will have a coherent structure and provide a balanced analysis of the question.
- High quality answers will compare across their chosen countries regularly throughout the answer rather than having a large section on either the UK and a smaller section on either the USA and/or Scotland tagged on at the end.
- Reward up-to-date exemplification.
- Credit candidates who make implicit conclusions throughout the essay.
- Do not pass answers that do not cover Scotland and the USA.
- One-sided responses should be awarded a maximum of 14 marks.

### **UK (including Scotland)**

Expect reference to some of the following:

- Social class is still an important determinant of voting behaviour, eg 52% of AB voters in 1992, 42% of AB voters in 1997 and 40% of AB voters in 2001 voted Conservative. Also, 50% of DE voters in 1992, 61% of DE voters in 1997 and 50% of DE voters in 2001 voted Labour.
- Social class appears to be less important than in the past, eg 20% of AB voters in 1992, 31% of AB voters in 1997 and 33% of AB voters in 2001 voted Labour.
- Expect some discussion of theories of voting behaviour. Candidates who link theoretical discussion to recent election results should be credited.
- Traditionally, females have been more inclined to vote Tory than Labour. Recently, the gender gap has disappeared. Younger women (18-34 years) are more likely to vote Labour than older women. Credit reference to recent election results.
- The impact of short-term factors such as personality and party image are becoming more important as the importance of ideology declines. Credit candidates who link this with discussion of the 'Third Way' and 'Catch All' politics.
- Since the 1990s, Labour leadership has been perceived as stronger than the Conservatives by the electorate. Credit discussion which compares Tony Blair, Gordon Brown etc with John Major, William Hague and Iain Duncan Smith.
- Personality politics encouraged by the media. The emphasis on personality, private lives and trivia diverts attention from meaningful political debate.
- General public is tired of 'spin' and disillusioned with politics and politicians. The use of 'spin' in the Labour Party is seen as the equivalent of 'sleaze' in the Conservative Party. Credit exemplification.
- Any other relevant points.

## USA

Expect reference to some of the following:

- Traditionally, the importance of social class in American elections has not been as important as in the UK. However, the Republicans tend to be supported by the wealthier sections of American society and the Democrats tend to be supported by blue-collar workers, ethnic/religious minorities and the less well-off.
- In 2004, 55% of voters earning between \$75,000 and \$100,000 supported Bush, 61% of voters earning less than \$15,000 voted for Kerry. Also, 61% of union members voted for Kerry.
- The female vote was split fairly evenly between Bush and Kerry. However, when the ethnic factor is considered, 75% of non-white females voted for Kerry.
- American elections are very much more focused on personalities than ideological differences and policies. The two main parties, particularly the Republicans, spend a vast amount of money on election campaigns. Credit exemplification.
- TV debates, primary elections, lack of party organisation at a grassroots level and increasing importance of Political Action Committees reinforce personality politics.
- Media plays a major role in the outcome of elections by concentrating voter attention on the positive and negative features of individual candidates. Parties engage in 'negative campaigning' and 'smear campaigns'. In 2000, Al Gore was portrayed as smug, patronising and uninspiring. In 2004, the Republicans attacked Kerry on his Vietnam war record. Credit exemplification.
- Any other relevant points.

### 3. Context C: Decision Making in Central and Devolved/State Government

*“Elected representatives in the UK (including Scotland) have more opportunities to influence decision-making in central government than their counterparts in the USA.”*

**How accurate is this view?**

**Answer in relation to the UK (including Scotland) and the USA. (30)**

General points:

- Quality answers will have a coherent structure and provide a balanced analysis of the question.
- High quality answers will compare across their chosen countries regularly throughout the answer rather than having a large section on either the UK and a smaller section on either the USA and/or Scotland tagged on at the end.
- Reward up-to-date exemplification.
- Credit candidates who make implicit conclusions throughout the essay.
- Do not pass answers that do not cover Scotland and the USA.
- One-sided responses should be awarded a maximum of 14 marks.

**UK (including Scotland)**

Expect reference to some of the following:

- Parliamentary government is established on the basis that the executive has a working majority in the legislature. A strong party limits effective opposition and reduces the risk of government defeat. Credit exemplification.
- Elected representatives can join Select Committees. Select Committees have the power to request written submissions from Government Ministers and question witnesses. Select Committees prepare reports on their investigation and make recommendations to Parliament. Credit exemplification.
- Government Ministers cannot be compelled to attend committees unless ordered by the House of Commons. The Government usually has a majority on Select Committees. Committee members are elected by party whips and (governing party members of Select Committees) are usually loyal to the executive. ‘Disloyal’ committee members can be replaced. Credit exemplification.
- Question Time allows elected representatives to question Government Ministers. However, most questions receive a written reply. Presently, Ministers require three weeks notice of questions. Ministers have the support of the civil service.
- Elected representatives can participate in parliamentary debates and vote. However, Government defeats are rare. Parliamentary time is usually controlled by the Government, eg ‘closure’ and ‘guillotine’.
- Adjournment Debates allow elected representatives to raise matters of specific constituency concern or more general concern. However, Adjournment Debates are tagged onto the parliamentary day and last only half an hour.
- Opposition Days allow the Opposition to choose topics for debate. However, there are only 20 Opposition Days in the parliamentary year.
- Credit reference to proposals to modernise House of Commons procedures and improve scrutiny, eg shorter debates to allow discussion of more topics.
- Any other relevant points.

## USA

- Separation of Powers. The Executive and Congress are independent of each other. This can lead to 'gridlock', especially when the governing party does not have majority representation in Congress. Credit exemplification.
- President can veto legislation but Congress can over-ride the veto with a two-thirds majority in the House of Representatives and Senate. Congress must ratify presidential appointments.
- Congressional oversight of the Executive is well-developed. Permanent Standing Committees carry out examination of all legislative and financial proposals.
- A weak party system in the USA means that elected representatives enjoy considerable independence and have direct influence on policy. Congressmen are very keen to join committees to advance their career and benefit their constituents.
- Committees are supported by a huge support staff and are better informed to scrutinise Executive policy.
- Standing Committee hearings are conducted in public. Standing committees question Executive officials, have automatic access to Executive documentation and can recommend impeachment of officials.
- Ad hoc committees can be established for specific investigations.
- Any other relevant points.

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

*“Pressure/interest groups are largely free of controls when promoting their cause.”*

**How far is this an accurate assessment?**

**Answer in relation to the UK (including Scotland) and the USA. (30)**

General points:

- Quality answers will have a coherent structure and provide a balanced analysis of the question.
- High quality answers will compare across their chosen countries regularly throughout the answer rather than having a large section on either the UK and a smaller section on either the USA and/or Scotland tagged on at the end.
- Reward up-to-date exemplification.
- Credit candidates who make implicit conclusions throughout the essay.
- Do not pass answers that do not cover Scotland and the USA.
- One-sided responses should be awarded a maximum of 14 marks.

Expect reference to some of the following:

**Evidence that pressure/interest groups *are* free of controls**

**UK (including Scotland)**

- General acceptance of ‘freedom of speech’ principle allows the existence of radical groups such as the BNP and extreme socialist and nationalist factions.
- Interest groups are less bound by red tape over accountability eg there are no age barriers to membership or participation.
- They can ignore rules governing health and safety that more official groups have to follow eg numbers attending meetings and demonstrations.
- They can make extensive use of the Internet which is largely unregulated.
- Groups such as ‘Fathers for Justice’ through to radical terrorist groups choose to ignore the controls to which the majority adhere.
- Their policies are not subjected to the scrutiny given to more formal organisations eg employment law, equal opportunities legislation.
- Any other relevant points.

**USA**

- Interest groups use their financial power to influence government, endorsing candidates for office, raising campaign funds, and paying for television advertising. This would be far less acceptable in the UK. For example, the National Rifle Association part-funded George W Bush’s campaign in return for no interference with the gun laws.
- Not all pressure groups are equal; those with greater wealth appear to face fewer controls as they have access to better legal teams etc.
- The Bill of Rights can give outspoken groups security/legitimacy.
- Any other relevant points.

## **Evidence that pressure/interest groups *are not* free of controls**

### **UK (including Scotland)**

- Evidence of greater state involvement and control of citizens post 9/11, eg anti-terror legislation has reduced civil liberty and seen a growing number of arrests. I.D. cards are another strand of this development.
- Organisations such as MI5, MI6 and Special Branch devote many of their resources to monitoring the activities of the more radical interest groups
- The Gleneagles G8 summit saw the state utilise its full array of resources to limit the activities of radical pressure groups.
- Permanent police presence at the Faslane 'peace camp'.
- Changes to laws regarding picketing have given the police more powers to control union activities.
- The law can be enforced where it applies eg the Race Relations Amendment Act has curtailed the public behaviour of the BNP.
- The police are obliged to deal with complaints that are raised relating to interest groups eg relating to intimidation.
- Scrutiny by the media.
- In 2004 it was estimated that the United Kingdom was monitored by over four million CCTV cameras, some with a facial recognition capacity. These are used by police to monitor demonstrations and to identify pressure group leaders.
- Any other relevant points.

### **USA**

- The 'Patriot Acts 1 and 2' as per the UK have given the state more power over its citizens eg removal of court-ordered prohibitions against police agencies spying on domestic groups and the automatic denial of bail for persons accused of terrorism-related crimes.
- The CIA has always taken an active interest in pressure groups eg left wing political groups and, more recently, potential terrorist groups.
- Surveillance controversy: in early 2006, it was reported that several major telephone companies were cooperating with the National Security Agency to monitor the phone records of U.S. citizens.
- Regular legal controls, both State and Federal, by which all citizens must abide.
- Any other relevant points.

## SECTION B

5. To assess the public's views on the performance and leadership of a local constituency party, a researcher conducted one hundred telephone interviews with a random sample of local residents selected from the telephone directory.

(a) What are the advantages of using a random sample in a piece of research such as this? (5)

Award up to 3 marks for a well-developed point.

- Allows research to be carried out quickly
- More reliable conclusions can be drawn about the whole population
- Results from small group of people can be used to predict results for a larger group
- Any other relevant points.

(b) To what extent is telephone interviewing effective as a research method? (10)

Award up to 3 marks for a well-developed point.

Award a maximum of 4 marks for responses which do not cover arguments for and against.

- Massive contact potential
  - Unaffected by weather etc.
  - Cheap
  - Can be carefully structured
- but:
- Not all have phones
  - Researcher cannot be sure of identity of respondent
  - Can cause offence – ‘cold call fatigue’
  - Lack of personal contact – respondents may lie
  - Any other relevant points.

6. (a) **To what extent can valid and reliable conclusions be drawn from the above information regarding voting intentions in August/September 2004?** (10)

Award up to 3 marks for any developed point.

For full marks, answers must include arguments for, arguments against, arguments about the ability to replicate the results and arguments about the validity of any conclusions reached.

Expect reference to the following:

- Combination of polls used
- Variety of methods used (interviews, Internet and telephone)
- Same methods can be used in the future
- Any other relevant factors.
  
- Polls may include some bias (newspapers)
- Results cannot be replicated for that period of time. Pollsters cannot return to the past. Present views may have changed.
- Reliability: tension between what they measure and what they claim to measure
- Any other relevant factors.

- (b) **Suggest one alternative source of data which could be used to support or contradict the results given in the pie charts. Give reasons to support your choice.** (5)

Award up to 3 marks for any well-developed point. Expect some development and explanation or examples in a well-developed point.

For full marks, more than one reason is required to justify an alternative source.

Reference should only be made to one alternative source.

Sources of data might include:

- Focus groups
- Poll not linked to newspaper
- Home office statistics.

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

### SECTION A

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

*“Individual rights are increasingly being restricted in the interests of collective security and national prosperity.”*

**Discuss.**

**(30)**

General points:

- Quality answers will have a coherent structure and provide a balanced analysis of the question.
- Reward up-to-date exemplification.
- Credit candidates who make implicit conclusions throughout the essay.
- One-sided responses should be awarded a maximum of 14 marks.

Candidates are likely to concentrate on the security aspect, so credit highly those who attempt to respond to the economic prosperity aspect of the question. The best answers will examine the link between the two aspects of the question.

Expect reference to some of the following:

**For**

- Anti-terrorist legislation.
- Right to a trial by jury restricted in certain cases in England and Wales.
- Detention without trial under anti-terrorist legislation and its recent extension to 28 days.
- Increasing use of phone tapping and electronic listening.
- Surveillance cameras cover nearly all areas of life from work, leisure and travel.
- Proposed introduction of national ID cards with biometric data which it is proposed must be shown on demand: these will also act as entitlement cards for benefits, medical treatment, etc.
- Monitoring of electronic mail, log-on times etc by employers.
- Use of speed cameras (single event or average speed)
- Recording of DNA data from suspects.
- Monitoring of paedophiles after release (this can be used for both sides of the argument, as an infringement of the liberty of the offender who has served their time, or as protection for individuals in society from potential harm).
- Any other relevant points.

## **Against**

- Adoption of Human Rights Act – ultimate authority rests with European courts.
- Safeguards built in to anti-terrorist legislation eg detention without trial must be granted by a judge.
- Argument that proposed new ID card is to protect individual liberty and prevent identity fraud.
- ID cards are commonplace in most Western democracies.
- Anti-terrorist legislation designed to protect individuals' liberty.
- All citizens have the right to access information held on them by government agencies etc through the Data Protection Act.
- Greater monitoring of workers and work practices ensures greater profitability and thus greater prosperity.
- Traffic management cameras mean better traffic flows resulting in increased efficiency.
- Freedom of Information Act has resulted in uncovering government misdemeanours and malpractice against individuals.
- Any other relevant points.

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

**To what extent is there a relationship between gender and crime?**

**(30)**

General points:

- Quality answers will have a coherent structure and provide a balanced analysis of the question.
- Reward up-to-date exemplification.
- Credit candidates who make implicit conclusions throughout the essay.
- One-sided responses should be awarded a maximum of 14 marks.

Expect reference to some of the following:

### **For**

- Official crime statistics which show different types of offending.
- Crime surveys which tend to support official statistics in terms of different levels and types of offences committed.
- Biological theories – males more aggressive and therefore more likely to be involved in violent crime.
- Prison statistics mirroring official crime statistics.
- Wide range of sociological theories which contrast women's access to crime, women's role in society and the socialisation process to explain differing crime levels.
- Any other relevant points.

### **Against**

- Other aspects at work, eg social class. Working class women more likely to be involved in criminal behaviour than middle classes.
- Feminist theories that women are criminalised through male-dominated laws (can be used on both sides of the debate).
- The gap in offending rates are narrowing and women are increasingly being involved in stereotypically male crimes eg crimes of violence, alcohol-and drug-related crime.
- Criminal statistics mask the 'chivalry factor' and the gap is not as large as the figures would seem.
- Theory that women are more adept at hiding criminal behaviour.
- Location theories show that rural/urban/suburban considerations play a part.
- Theory that women have less opportunity to commit crimes therefore difference is down to lack of opportunity rather than gender.
- Any other relevant points.

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

*“The Government’s policy of tackling the underlying causes of crime, rather than any developments in policing, is more important in reducing crime.”*

**How accurate is the view expressed in this statement? (30)**

General points:

- Quality answers will have a coherent structure and provide a balanced analysis of the question.
- Reward up-to-date exemplification.
- Credit candidates who make implicit conclusions throughout the essay.
- One-sided responses should be awarded a maximum of 14 marks.

It is difficult to anticipate the manner in which candidates may approach this question. They may respond theoretically, practically or use a combination. Therefore, the list below is not exhaustive.

Expect reference to some of the following:

**For**

- Attempts to reduce poverty through measures such as minimum wage and tax credits should reduce need for criminal behaviour.
- Reducing unemployment should also reduce poverty, boredom and status frustration which can lead to crime.
- Improving housing stock and the environment in poor inner city areas should impact on crimes such as vandalism and engender a greater sense of community, binding communities together and thus creating greater social cohesion and control.
- Reclassification of drugs has reduced criminal labelling of ‘soft’ drug users.
- Overall crime figures across the UK show an overall decrease in crime. Crimes against property such as burglary have reduced significantly.
- Tackling anti-social behaviour through community involvement and ASBOs.
- Spending greater amounts of money on education to give the poorest a chance to move out of poverty. In the course of this, with greater access to higher education, class barriers are broken down and greater social mobility occurs.
- Increasing facilities for leisure for the young/disaffected.
- Government’s policies of social inclusion attempting to re-engineer social cohesion and reduce disaffection.
- Any other relevant points.

## **Against**

- Despite measures such as the minimum wage, the wealth gap continues to grow. Thus, relative poverty continues to grow resulting in more crime.
- Consistent calls for greater police manpower show that the public believe the solution is through policing rather than the underlying causes of crime.
- Official figures show that although overall crime figures are falling, figures for serious crimes such as crimes of violence are on the increase.
- Six out of eight Scottish police forces failed to meet crime targets (can be used by both sides).
- Success of CCTV cameras, speed cameras etc in freeing up manpower, deterring criminals and improving conviction rates.
- Greater use of community wardens to free police manpower and deal with low-level crime.
- “Poverty may be a reason for crime, not an excuse for crime” Jack McConnell – Scottish Parliament 9/12/04.
- Use of DNA in solving serious crimes (including crimes reopened from the past).
- Government unwilling or unable to tackle what Marxists and Feminists perceive as the causes of crime.
- Further development of Community Policing through Problem Oriented Policing model, introduced in many areas with a great deal of success.
- Any other relevant points.

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

**Evaluate attempts to reduce the levels of overcrowding in prisons over the last decade. (30)**

General points:

- Quality answers will have a coherent structure and provide a balanced analysis of the question.
- Reward up-to-date exemplification.
- Credit candidates who make implicit conclusions throughout the essay.
- One-sided responses should be awarded a maximum of 14 marks.

Expect reference to some of the following:

- Prison levels and numbers.
- Electronic tagging.
- Changes in sentencing policy eg for non-violent crimes.
- Initiatives such as 'Airborne' and successors.
- Community sentences.
- ASBOs.
- Private prisons.
- Rehabilitation schemes and the issues surrounding them, eg funding, success.
- Fast tracking for persistent criminals.
- Greater use of day release and weekend prisons.
- Proposal to make prisoners serve full sentences.
- Any other relevant points.

## SECTION B

5. To assess the public's views on the performance of the local police force, a researcher conducted one hundred telephone interviews with a random sample of local residents selected from the telephone directory.

(a) What are the advantages of using a random sample in a piece of research such as this? (5)

Award up to 3 marks for a well-developed point.

- Allows research to be carried out quickly
- More reliable conclusions can be drawn about the whole population
- Results from small group of people can be used to predict results for a larger group
- Any other relevant points.

(b) To what extent is telephone interviewing effective as a research method? (10)

Award up to 3 marks for a well-developed point.

Award a maximum of 4 marks for responses which do not cover arguments for and against.

- Massive contact potential
  - Unaffected by weather etc
  - Cheap
  - Can be carefully constructed
- but:
- Not all have phones
  - Researcher cannot be sure of identity of respondent
  - Can cause offence – ‘cold call fatigue’
  - Lack of personal contact – respondents may lie
  - Any other relevant points.

**6. (a) To what extent can valid and reliable conclusions be drawn regarding crime rates in the two countries over the period 1981–1996? (10)**

Award up to 3 marks for any developed point.

For full marks, answers must include arguments for, arguments against, arguments about the ability to replicate the results and arguments about the validity of any conclusions reached.

Expect reference to some of the following:

- Combination of methods used – recorded figures and victim surveys.
- Recorded figures can be verified for both countries.
- Source is US Department of Justice, so it is reputable and should be reliable.
- Conclusions drawn after a long period of comparison – fifteen years.
- Range of offences are compared so not just one area looked at.
- Only selected crimes looked at – different ones may provide different conclusions. (There are at least 26 possibilities, only 6 are shown.)
- Not able to compare how data was collated in the two countries. For example, methods by which the victim surveys were carried out. Similarity of the collation methods for recorded crime statistics and victim survey results.
- Possibility of the source being biased to provide political ammunition.
- No consistency used in sources, eg convictions then recorded.
- Given the figure numbers at the bottom, it is obvious that only a selection of graphs were used.
- Need to know if definitions of crimes are the same in both countries to allow proper comparison.
- Any other relevant factors.

**(b) Suggest one alternative source of data which could be used to support or contradict the results given in the graphs. Give reasons to support your choice. (5)**

Award up to 3 marks for any well-developed point. Expect some development and explanation or examples in a well-developed point.

For full marks, more than one reason is required to justify an alternative source.

Reference should only be made to one alternative source.

Sources of data might include:

- Focus groups
- Poll not linked to newspaper
- Home Office statistics.

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

### SECTION A

#### 1. Context A: Political Relations

*“In recent years, United Kingdom (UK) governments have had disagreements with the European Union (EU) over a range of issues. The outcomes of these disagreements have never benefited the people of the UK.”*

**Discuss.**

**(30)**

General points:

- Quality answers will have a coherent structure and provide a balanced analysis of the question.
- Reward up-to-date exemplification.
- Credit candidates who make implicit conclusions throughout the essay.
- One-sided responses should be awarded a maximum of 14 marks.

In interpreting ‘recent years’, allow references as far back as Mrs Thatcher’s budget rebate and John Major’s attitude to the Social Chapter of the Maastricht agreement.

Expect reference to some of the following:

- Tony Blair has reserved the UK’s position on the national interest, the Euro and the constitution.
- Credit highly candidates who separate the high profile issues above from the underlying and ongoing disagreements about, for example, the Common Fisheries Policy.
- Arguments with fellow members over eg refusal to accept UK farm produce (BSE/Foot and Mouth); perceived failure of EU to act decisively.
- On the issue of the Euro there is disagreement as to whether the UK’s attitude to joining has been justified or otherwise.
- Recent disagreements over EU budget – UK concessions on rebate.
- Any other relevant points.

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

*“The voting system to be used is a crucial factor in persuading people to vote in European Parliamentary elections.”*

**Discuss with reference to the United Kingdom and other member states. (30)**

General points:

- Quality answers will have a coherent structure and provide a balanced analysis of the question.
- Reward up-to-date exemplification.
- Credit candidates who make implicit conclusions throughout the essay.
- One-sided responses should be awarded a maximum of 14 marks.

Look for an analysis of voting turnouts and electoral systems used – accept reference to the UK and to one other member state as meeting the requirements of the question. Credit candidates who move on to discuss other factors which influence the decision on whether or not to vote.

Credit highly candidates who conclude that the decision on whether or not to vote is likely to be influenced by a range of factors, with the priority given to those factors likely to change from country to country and from election to election. The voting system is unlikely to be ‘crucial’.

Expect reference to some of the following:

- Voters seeing EU as (not) relevant to everyday lives.
- Different political structures/traditions throughout EU member states.
- ‘Election fatigue’.
- Influence of media.
- Effect of negative campaigning.
- Influence of local politics.
- Performance/‘remoteness’ of MEPs.
- Allegations of corruption.
- Any other relevant points.

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

**To what extent does expansion of the European Union brings both benefits and costs to existing members and applicant countries? (30)**

General points:

- Quality answers will have a coherent structure and provide a balanced analysis of the question.
- Reward up-to-date exemplification.
- Credit candidates who make implicit conclusions throughout the essay.
- One-sided responses should be awarded a maximum of 14 marks.

Expect heavy reliance on recent expansion, but allow reference to earlier developments, with high credit to candidates who argue that the nature of applicant countries can no longer be predominantly 'Western European', bringing to the fore particular issues which were less relevant in earlier expansions.

Expect reference to some of the following:

- More members means bigger markets.
- Bigger pool of labour.
- Opportunity to improve standards of living.
- Political and military stability.
- Spread of democratic traditions.
- Strengthening of economic bloc.
- Spread of access to Human Rights through membership.
- Production moved to lower labour-cost areas – tension.
- Movement of labour – tension.
- Negative impact on CAP.
- Need to modernise industry – new members net budget gainers, but loss of jobs – tension.
- Pollution issues – impact on jobs.
- Tensions arising from differing social and political cultures – within and among countries.
- 'Old' members may resent loss of 'influence' in EU institutions.
- May encourage anti-EU opinion.
- Will slow down and complicate decision-making.
- 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 EU directives restricted rather than enhanced civil liberties? (30)**

General points:

- Quality answers will have a coherent structure and provide a balanced analysis of the question.
- Reward up-to-date exemplification.
- Credit candidates who make implicit conclusions throughout the essay.
- One-sided responses should be awarded a maximum of 14 marks.

A wide range of directives may be discussed. Candidates may argue about the effects directives may have on jobs and the economy.

Expect reference to some of the following:

- The UK's position on the introduction of directives.
- Citizens can sue if directives are introduced late.
- Recourse to legal system in country or European Court of Justice.
- Maastricht opt outs.
- Directives introduced in the fight against terrorism.
- Data privacy.
- Privacy in telecommunication.
- Parental leave.
- Employment regulations.
- Temporary agency work.
- Part-time work.
- Health and Safety directives.
- Consumer credit.
- Herbal remedies.
- Fishing quota.
- Any other relevant points.

## SECTION B

5. To assess the public's views on how far the UK's membership of the European Union has benefited the local area, a researcher conducted one hundred telephone interviews with a random sample of local residents selected from the telephone directory.

(a) What are the advantages of using a random sample in a piece of research such as this? (5)

Award up to 3 marks for a well-developed point.

- Allows research to be carried out quickly
- More reliable conclusions can be drawn about the whole population
- Results from small group of people can be used to predict results for a larger group
- Any other relevant points.

(b) To what extent is telephone interviewing effective as a research method? (10)

Award up to 3 marks for a well-developed point.

Award a maximum of 4 marks for responses, which do not cover arguments for and against.

- Massive contact potential
  - Unaffected by weather etc
  - Cheap
  - Can be carefully constructed
- but:
- Not all have phones
  - Researcher cannot be sure of identity of respondent
  - Can cause offence – ‘cold call fatigue’
  - Lack of personal contact – respondents may lie
  - Any other relevant points.

6. (a) **To what extent can valid and reliable conclusions be drawn regarding the attitude of the UK public towards the EU?** (10)

Award up to 3 marks for any developed point.

For full marks, answers must include arguments for, arguments against, arguments about the ability to replicate the results and arguments about the validity of any conclusions reached.

Expect reference to some of the following:

- Polling organisations have considerable expertise accumulated over time
- Reasonable sample size
- Age parameters clearly stated – all voters
- Data weighted
- Covers substantial period
- Same month used: same places used
- Years missed out
- Data now quite old: even recent data out-of-date
- Does not cover other events which may have been going on at the same time
- Any other relevant factors.

- (b) **Suggest one alternative source of data which could be used to support or contradict the results given in the table. Give reasons to support your choice.** (5)

Award up to 3 marks for any well-developed point. Expect some development and explanation or examples in a well-developed point.

For full marks, more than one reason is required to justify an alternative source.

Reference should only be made to one alternative source.

Sources of data might include:

- Focus groups
- Poll not linked to newspaper
- Home office statistics.

*[END OF SPECIMEN MARKING INSTRUCTIONS]*