



2011 Modern Studies

Advanced Higher

Finalised Marking Instructions

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STUDY THEME 1: COMPARATIVE POLITICS AND RESEARCH METHODS

SECTION A

Marks

1 Context A: Political Parties

To what extent has there been a serious decline in the importance of political parties in recent years?

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

General points

- Quality answers will address the question throughout.
- Quality answers will have a coherent structure and analysis. Bear in mind that candidates are attempting to construct a comparative essay under examination conditions.
- Acknowledgement of alternative viewpoints/arguments is likely to be explicit in quality answers.
- Credit candidates who make implicit conclusions throughout the essay.
- Look for development including up-to-date exemplification.
- High quality answers will compare across UK (Scotland) and USA regularly throughout the answer, rather than having a large section on the UK and a smaller section on the USA tagged on at the end.
- Expect more emphasis on the UK from most candidates.
- Credit highly candidates who make reference to and comment on secondary analysis eg Politics Review, newspaper articles and documentaries.
- Throughout the Politics answers, cognisance should be made of 2010 general election and 2011 Scottish Parliament election.

UK/Scotland

Evidence of a decline of importance of political parties based on falling membership and a marked decline in participation at election time. 2001 and 2005 general elections were 59 per cent and 61 per cent respectively. Accusations that 'catch-all' politics has led to a decline in clear moral or ideological visions that show voters what they 'stand for'.

By 2007, less than 1 per cent of people across the UK belonged to political parties, down from 7 per cent some 50 years before. About 800,000 people now belong to political parties, much lower than the membership size of a range of pressure groups, including the RSPB and the National Trust.

Expect reference to voting dealignment theories which have undermined class based voting to some extent.

The number of 'strong' party identifiers has halved since the early 1970s. This has made voting patterns increasingly volatile. On the other hand, political parties remain significant in the UK in that they continue to be vital to the organisation and functioning of the governmental system. The UK has a system of party government in which parties form governments and provide opposition to the government of the day and party unity continues to determine the relationship between government and Parliament. There has been a rise in Nationalist parties in Scotland and Wales buoyed by electoral success. The Liberal Democrats are a significant force in both local and national politics. UKIP and the Green Party have experienced for the first time electoral representation where different electoral systems have been introduced. Party membership has risen for the Conservatives under the leadership of David Cameron. Political parties remain the main vehicle for access to the Westminster system, for only one independent MP has been elected.

UK – expect reference to increase of Liberal Democrats as a party due to coalition. Also slight increase in turnout.

USA

Effectively America is a two-party country. No state has a major third party. Therefore it could be argued that power is more concentrated than in the more multi party UK (Particularly Scotland).

Fighting for state issues has traditionally given US parties a state rather than a Federal focus. Therefore, national organisations have invariably been weaker compared to state ones.

Since the 1970's there has been an attempt to address this and national party organisations have gained many new powers: primarily, they have the sole right to nominate the presidential candidate. However, the clash between the rights of state party power and national party power continues to fragment both parties.

The primaries give local voters power in the selection of candidates that is not present in the UK. However, local party organisation is often weak and in some areas it is non-existent.

The ideologies that both parties claim to have is that which is expressed by the presidential candidate. Therefore it could be argued that the President and his personal vision *is* the Party to a greater extent than would be found in the UK. Presidential candidates determine their own programme. It would be impossible for a central party to enforce a programme on a presidential candidate.

Expect reference to the American, and increasingly British preference, to turn to interest groups in a bid to bring about political change. There is some degree of overlap with study theme 4 there.

USA – mid-term elections saw the “Tea Party” influence energising the right wing in USA although some would argue that they have served more as a pressure group.

2. Context B: Electoral Systems

“UK electoral systems are more faithful to the principles of democracy than those used in the USA.”

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

(30)

General points

- Quality answers will address the question throughout.
- Quality answers will have a coherent structure and analysis. Bear in mind that candidates are attempting to construct a comparative essay under examination conditions.
- Acknowledgement of alternative viewpoints/arguments is likely to be explicit in quality answers.
- Credit candidates who make implicit conclusions throughout the essay.
- Look for development including up-to-date exemplification.
- High quality answers will compare across UK (Scotland) and USA regularly throughout the answer, rather than having a large section on the UK and a smaller section on the USA tagged on at the end.
- Expect more emphasis on the UK from most candidates.
- Credit highly candidates who make reference to and comment on secondary analysis eg Politics Review, newspaper articles and documentaries.
- Throughout the Politics answers, cognisance should be made of 2010 general election and 2011 Scottish Parliament election.

Credit highly candidates who can offer an intelligent appraisal of ‘the principles of democracy’ as this is central to the question.

UK/Scotland/USA

Candidates may well focus on the deficiencies of FPTP and compare with AMS/STV arguing that they are more democratic. However better candidates will be able to comment that the USA also makes extensive use of FPTP and is therefore broadly similar with the notable difference that without a meaningful 3rd or 4th Party the results are less distorted than in most UK elections.

Expect most candidates to make reference to the American Primary System – superficially more democratic as it engages with voters at a grass roots level. However better candidates will comment on the degree of funding involved which effectively excludes ‘average’ Americans from the Presidential race.

Funding is a key issue here – strictly controlled in the UK – largely open season in the USA despite attempts to curb it. How democratic is this?

Expect some candidates to discuss the democratic weaknesses of the electoral college system – perhaps using Gore’s 2000 debacle as an example of a complete breakdown of the Democratic principle that most votes wins. This is hard to explain therefore credit highly.

Discussion may well focus on the brutal simplicity of FPTP which is understood by the electorate and has maintained healthy democracies in both the UK and USA for many years; comparison could be made with Scotland's mixed economy of systems and the resulting coalitions, minority governments and shambolic election processes which have resulted.

Much debate possible on the impact on democracy of the coalition government. There are pros and cons eg power sharing may be good but voters did not vote for this.

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

Examine the view that the powers of the American President are greater than those of his UK counterparts.

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

(30)

General points

- Quality answers will address the question throughout.
- Quality answers will have a coherent structure and analysis. Bear in mind that candidates are attempting to construct a comparative essay under examination conditions.
- Acknowledgement of alternative viewpoints/arguments is likely to be explicit in quality answers.
- Credit candidates who make implicit conclusions throughout the essay.
- Look for development including up-to-date exemplification.
- High quality answers will compare across UK (Scotland) and USA regularly throughout the answer, rather than having a large section on the UK and a smaller section on the USA tagged on at the end.
- Expect more emphasis on the UK from most candidates.
- Credit highly candidates who make reference to and comment on secondary analysis eg Politics Review, newspaper articles and documentaries.
- Throughout the Politics answers, cognisance should be taken of 2010 general election and 2011 Scottish Parliament election.

- Do not pass answers that do not show a solid grasp of the powers of President and PM.
- Discussion/comparison with the First Minister is not essential but can be credited highly if done well.

President

On one level it is clear that as 'Commander in Chief' and leader of the world's only remaining superpower the President does overshadow all others. But on other scales, notably on the domestic level, the President has a less enviable position. It is this dichotomy that the better candidates will be able to explore.

In brief his 'overshadowing' advantages include things such as...

He is separate from the legislature and can only be removed by the process of impeachment. Compare the lot of a UK leader...

Foreign policy – The President's greatest powers perhaps lie in foreign policy.

The President is Commander in Chief of the Army, Navy and Air Force, and of the National Guard. He is empowered to grant reprieves and pardons, except in the case of impeachment. The President has power, by and with the advice and consent of the Senate, to make treaties, Congress has the explicit power to declare war. But the President has often initiated military action without a formal declaration of war (Vietnam classified a 'policing action' to get round this).

Veto

The President can veto a law passed by Congress, but Congress can over rule this veto if it can gather 2/3 of members in both Houses to oppose the President's decision.

Regular vetoes have been over turned by Congress only 106 times in over 200 years.

In July 2006, President Bush used his veto for the first time to stop public funds being used for stem cell research.

The Pocket Veto

The most commonly used type of veto is not explicitly designated in the US Constitution but is traditionally called a "pocket veto."

This veto is actually an "absolute veto" that cannot be overridden.

The Pocket Veto is used when the President fails to sign a bill after Congress has adjourned and is therefore unable to override his veto.

The Cabinet

Unlike the UK Prime Minister, the US President's Cabinet are not his political rivals. They are chosen for their loyalty and shared vision. In essence therefore the President has the power of 'figurehead'; unique loyalty across political divides, concept of 'negotiator in chief', no political threats while in office eg cabinet rivals. Concept of 'Commander in Chief'.

Aspects of the Presidency that make the position less powerful

- Senate and/or House being controlled by the opposing Party.
- An 8 year maximum period in office (Compare Thatcher/Blair).
- The lack of a strong party and associated whip system.
- The existence of a powerful Supreme Court that can in the long term make fundamental changes to a President's vision by revising the constitution.
- The diversity of the Union which may not buy into the Presidential vision even from within states that are nominally of the same Party eg Southern Democrats may not share the Obama vision.

PM

Strengths of the PM's position

- Role of whips and party discipline.
- The centrality of the government majority to the concept of power.
- Use of the Royal Prerogative Powers eg declaring war.
- Instant access to the media of a much more centralised/smaller scale country.

Weaknesses of the PM's position

- The concept of primus inter pares which gives Cabinet considerable power and influence (debateable).
- Leadership challenges from within (Blair/Brown)
- No grass roots respect or love for the PM as an institution – most are vaguely or overtly distrusted.

First Minister

Most candidates will probably not have to go into much detail here – but credit reference to working within coalitions and minority governments which differ from the big two. Clearly the devolved nature of Scotland limits the FM powers.

4. Context D: The Politics of Influence

“The UK lags well behind the USA in the sophistication and influence of its interest groups.”

To what extent is this true?

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

(30)

General points

- Quality answers will address the question throughout.
- Quality answers will have a coherent structure and analysis. Bear in mind that candidates are attempting to construct a comparative essay under examination conditions.
- Acknowledgement of alternative viewpoints/argument likely to be explicit in quality answers.
- Credit candidates who make implicit conclusions throughout the essay.
- Look for development including up-to-date exemplification.
- High quality answers will compare across UK (Scotland) and USA regularly throughout the answer, rather than having a large section on the UK and a smaller section on the USA tagged on at the end.
- Expect more emphasis on the UK from most candidates.
- Credit highly candidates who make reference to and comment on secondary analysis eg Politics Review, newspaper articles and documentaries.
- Throughout the Politics answers, cognisance should be made of 2010 general election and 2011 Scottish Parliament election.

- Do not go above a ‘B’ for candidates who only discuss the methodology and actions of interests groups. Influence must be considered.
- References to Scotland are not essential but can be credited highly if done well.

Most observers would maintain that the USA has a more central role for interest groups who have become very much an integral part of the Washington establishment. By contrast in the UK interest groups may very well remain ‘outsiders’. However candidates may argue convincingly that UK groups have become increasingly sophisticated in their methods (eg Animal Rights groups). Go with the candidate as the analysis is open to investigation.

Candidates should demonstrate awareness of the role of professional lobbyists in the USA and the scale to which this is present (15,000 approx!).

The methods used by professional lobbyists to influence members of the Congress include:

- The “revolving door” syndrome, in which former legislators, bureaucrats, Presidential advisors and assistants use their contacts to gain the kind of access to policy makers which ordinary citizens cannot. They can use this privileged position to act as the eyes and ears of their organisation on policy decisions being made and to convert policy-makers to their point of view.

- Grass roots support. Lobbyists for organisations with a mass membership may use the promise of mobilising their members in support of an elected official in return for support on issues of importance to them eg Gay Rights, Pro Life/Choice lobbies.
- Reference to the influence of the “Tea Party” movement in 2010 mid-term elections would be appropriate.
- Financial support. Lobbyists for wealthy organisations may use the promise of financial support during election campaigns in return for support on issues of importance to them. The Pharmaceutical industry is a good example here. Immediately after retiring in the 2004 elections, former Congressman Billy Tauzin became president of Pharmaceutical and Research Manufacturers of America for \$2 million per year. He had steered through a Bill which made millions for aforementioned industry.

UK/Scotland

Stricter regulations in the UK would render much of the above activity illegal therefore the link between lobbyists and elected representatives is more distant. There is probably a clearer distinction between ‘insider and outsider’ groups in the UK. Also there are fewer access points for UK interest groups – although Scotland with its multitude of elected representatives does better here compared with England.

However, it is in the executive branch that pressure groups can be powerful in the UK. Many pressure groups have been able to maintain their ‘insider’ status with relevant governmental departments and agencies. This is highlighted in the vast amount of advisory committees and quangos that have been set up as well as the legal obligations on government departments to consult such agencies eg members of the Countryside Alliance may well be consulted by the Dept of Agriculture Select Committee.

Discussion of the role of the media would be valid, considering perhaps the ease with which interest groups in the UK can reach the nation via a National Press. The scale of the USA will restrict the national impact of certain issues, eg immigration.

5. (a) *You are conducting a survey in a major Scottish city about people's views on the Scottish Parliament.*

What type of sample would you choose and why?

(7)

General points

- Award up to 3 marks for a point that is developed and relevant.
- Maximum 3 marks for describing the chosen sample type.

Random sample: different types: Any one can be suggested.

A simple random sample

A systematic random sample

A stratified sample

A cluster sample

Sample size can also be talked about. Credit this.

Need to be open in what the candidate writes.

- (b) *Why might social science researchers prefer focus groups rather than individual interviews?*

You should refer to specific research examples in your answer.

(8)

General points

- Award up to 3 marks for a reason depending on detail, relevance and exemplification. Focus groups must be compared with individual interviews to get more than 4 marks.
- If there is no reference to specific research examples, award maximum of 6 marks.

Advantages of focus groups include:

- Quick, cheap and relatively easy to assemble.
- Good for getting rich data in participants' own words and developing deeper insights
- People are able to **build on one another's responses** and come up with ideas they might not have thought of in a 1-on-1 interview.
- Good for obtaining data from children and/or people with low levels of literacy.
- Provides an opportunity to involve people in data analysis (eg "Out of the issues we have talked about, which ones are most important to you?").
- Participants can act as checks and balances on one another – identifying factual errors or extreme views.

6. (a) ***As a social science researcher, to what extent can valid and reliable conclusions be drawn from the source?*** (8)

General points

- Candidate should show an understanding of 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.

Valid and reliable aspects

- Good sample size (1500).
- Relatively low MoE and high confidence levels.
- Conducted over time.
- It is a national survey – though candidates may not know this and would be right to question it.
- The use of weighting is sensible, though not perfect.

Aspects which make it less trusting

- Lack of detail on 'Rasmussen Reports' – just who is Scott Rasmussen?
- Automated polling seems questionable – could be argued that trained operators are better.
- Recent elections have been so close that this MoE is still significant.

- (b) ***Discuss the relative merits of open and closed questions in constructing a questionnaire?***

You should give relevant examples to support your answer. (7)

General points

- Award up to 3 marks for a merit depending on detail, relevance and exemplification. Both open and closed questions must be considered in relation to constructing a questionnaire.
- If there is no reference to specific research examples, award maximum of 5 marks.

When designing a question for including in a questionnaire, a researcher can choose one of two basic types of questions: closed-ended questions and open-ended questions.

Closed-ended questions limit respondents' answers to the survey. The participants are allowed to choose from either a pre-existing set of dichotomous answers, such as yes/no, true/false, or multiple choice with an option for "other" to be filled in, or ranking-scale response options.

The advantages of closed-ended questions are:

- Closed-ended questions are more easily analysed. Every answer can be given a number or value so that a statistical interpretation can be assessed. Closed-ended questions are also better suited for computer analysis.
- Closed-ended questions can be more specific, thus more likely to communicate similar meanings. Because open-ended questions allow respondents to use their own words, it is difficult to compare the meanings of the responses.
- In large-scale surveys, closed-ended questions take less time from the interviewer, the participants and the researcher, and so they are a less expensive survey method. Generally, the response rate is higher with surveys that use close-ended questions than with those that use open-ended questions.

A limitation of closed-ended questions is the assumption that the researcher knows enough about the phenomenon being studied and about the respondents' perceptions to be able to build an appropriate and sensitive set of categories. If that is not true, the response might be grouped into inappropriate categories or concepts. When using closed-ended questions, the researcher might first have an exploratory survey during which a small sample is asked open-ended questions. The answers obtained can be used to form categories and/or check the researcher's assumptions.

Open-ended questions do not give respondents answers to choose from, but rather are phrased so that the respondents are encouraged to explain their answers and reactions to the question with a sentence, a paragraph, or even a page or more, depending on the survey. The advantages of open-ended questions are:

- Open-ended questions allow respondents to include more information, including feelings, attitudes and understanding of the subject. This allows researchers to better access the respondents' true feelings on an issue. Closed-ended questions, because of the simplicity and limit of the answers, may not offer the respondents choice that actually reflect their real feelings. Closed-ended questions also do not allow the respondents to explain that they do not understand the question or do not have an opinion on the issue.
- Open-ended questions cut down on two types of response error: respondents are not likely to forget the answers they have to choose from if they are given the chance to respond freely; and open-ended questions simply do not allow respondents to disregard reading the questions and just "fill in" the survey with all the same answers (such as filling in the "no" box on every question).
- Because they can elicit extra information from the respondent, such as demographic information (current employment, age, gender, etc), surveys that use open-ended questions can be used more readily for secondary analysis by other researchers than can surveys that do not provide contextual information about the survey population.

- Research has shown that open-ended questions are better for eliciting sensitive information, such as information about sexual assault or drug usage, than closed-ended questions.

Note: you do not have to use closed-ended or open-ended questions exclusively. Many researchers use a combination of closed and open questions; often researchers use closed-ended questions in the beginning of their survey, then allow for more expansive answers once the respondent has some background on the issue and is “warmed-up.”

STUDY THEME 2: LAW AND ORDER AND RESEARCH METHODS

SECTION A

Marks

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

To what extent are interest groups the most effective channel to deal with grievances and issues concerning human rights in the UK?

(30)

General points

- Quality answers will address the question throughout.
- Quality answers will have a coherent structure and analysis. Bear in mind that candidates are attempting to construct a comparative essay under examination conditions.
- Acknowledgement of alternative viewpoints/arguments is likely to be explicit in quality answers.
- Credit candidates who make implicit conclusions throughout the essay.
- Look for development including up-to-date exemplification.
- Credit highly candidates who make reference to and comment on secondary analysis eg newspaper articles and documentaries.

Look for answers that go beyond analysis of interest groups only – there should be an assessment of other channels highlighted below.

- Liberty campaigns to protect basic rights and freedoms through the courts, in Parliament and in the wider community. They do this through a combination of public campaigning, test case litigation, parliamentary lobbying, policy analysis and the provision of free advice and information.
- Liberty provides Bill briefings and responses to Government consultations on all issues which have implications for human rights and civil liberties. Liberty also submits evidence to parliamentary and international Committees, Inquiries and other policy fora – influence here.
- JUSTICE developed as a policy organisation, producing reports that helped establish the UK's Ombudsman system, the Criminal Injuries Compensation Board, the Rehabilitation of Offenders Act, the Data Protection Act, and the Criminal Cases Review Commission. Similarly, many of the measures contained in the Constitutional Reform Act 2005 were previously put forward by JUSTICE. Through the 1990s it established and developed programmes on human rights legislation, criminal justice, asylum and immigration, discrimination and privacy. It campaigned for the incorporation of the European Convention on Human Rights into UK law by way of the Human Rights Act 1998.
- Amnesty International also relevant example.
- ECHR.
- Human Rights Act 1998 – and subsequent legislation in UK.
- Other security measures – airport, CCTV – redress grievances.

Use of media – high profile cases – right to die – changing legislation.

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

“Social exclusion is the greatest cause of crime in the UK and these crimes have the greatest impact.”

Discuss.

(30)

General points

- Quality answers will address the question throughout.
- Quality answers will have a coherent structure and analysis. Bear in mind that candidates are attempting to construct a comparative essay under examination conditions.
- Acknowledgement of alternative viewpoints/arguments is likely to be explicit in quality answers.
- Credit candidates who make implicit conclusions throughout the essay.
- Look for development including up-to-date exemplification.
- Credit highly candidates who make reference to and comment on secondary analysis eg newspaper articles and documentaries.

This question requires candidates to look at causes **and** effects of crime. If only causes **or** effects covered, maximum 15 marks.

- An examination/definition of social exclusion and its effects on individuals and communities would help to support this answer.
- Accept and credit examination of sociological theory relating to crime – Marxist, labelling etc.
- Almost half of prison population ran away from home as a child compared to only 11% of population...49% of male prisoners excluded from school (2% of population).
- A study of young people in police custody found that 86% had been excluded from school.
- “Sustained reductions in crime are built on the foundation of decent, affordable housing.” says Nacro.
- Deprived areas face higher average crime rates and fewer amenities and business attracted.
- BCS highlights the highest volume of crimes are committed in marginalised neighbourhoods with the poorest as victims.
- Those who are socially excluded have least access to justice.
- Also other causes of crime can be examined – “nature”/genetic cases, white collar crime.

3. Context C: Responses to Crime in the UK

“Recent government policies have had little effect on levels of offending and public perceptions of crime in the UK.”

Discuss.

(30)

General points

- Quality answers will address the question throughout.
- Quality answers will have a coherent structure and analysis. Bear in mind that candidates are attempting to construct a comparative essay under examination conditions.
- Acknowledgement of alternative viewpoints/arguments is likely to be explicit in quality answers.
- Credit candidates who make implicit conclusions throughout the essay.
- Look for development including up-to-date exemplification.
- Credit highly candidates who make reference to and comment on secondary analysis eg newspaper articles and documentaries.

- Expect candidates to outline specific examples of government policies such as community support officers (16,000), increasing numbers of police (14,000).
- Specific targets – knife crime, anti social behaviour.
- Creation of 3000 “new crimes”.
- Media “frenzy” still blamed for fear of crime – public perception still at odds with official figures of falling crime rates.
- Reputation of police force and media reporting of behaviour G20 incidents by Met.
- The government’s desire for central control is blamed for the “widespread failure” of its crime reduction strategy launched in 2002.
- Gavin Lockhart, head of Policy Exchange’s crime and justice unit and one of the report’s authors, said: “After a decade of unprecedented spending on policing, courts and prisons, England and Wales have a recorded crime rate twice that of the European average.
- Professor Irwin Waller said UK spending and policy had focused on enforcement – police, courts and prisons – and neglected crime prevention measures.
- Recent rows over misclassification of violent crime.
- Less likely to be a victim of crime than in last 25 years according to the government.
- 25,000 more prison places created.
- Introduction of time saving technology for police to improve efficiency.
- Community payback sentences/orders.

4. Context D: Penal Systems in the UK

Examine the view that prison in the UK is a “source of shame.”

(30)

General points

- Quality answers will address the question throughout.
- Quality answers will have a coherent structure and analysis. Bear in mind that candidates are attempting to construct a comparative essay under examination conditions.
- Acknowledgement of alternative viewpoints/arguments is likely to be explicit in quality answers.
- Credit candidates who make implicit conclusions throughout the essay.
- Look for development including up-to-date exemplification.
- Credit highly candidates who make reference to and comment on secondary analysis eg newspaper articles and documentaries.

Specific points:

- Look for “critical” approach – “shame” of failures but success rates too – more modern prisons being built by private sector Addiewell – however, shame of some of these too – Kilmarnock.
- “Shame” of state of poor conditions in prison – poor inspection reports – slopping out in some cases.
- Recidivism rates – revolving door – failure of rehabilitation 2/3rds re-offend and higher amongst young men $\frac{3}{4}$.
- 6 out of 10 employers automatically exclude people with criminal records.
- Personal shame of offenders.
- Source of shame in Europe – highest rates of imprisonment.
- Issue of drugs in prisons.
- Some sources suggest $\frac{3}{4}$ of youths offenders wrongly/inappropriately imprisoned.
- Treatment/needs of women and mentally ill – source of shame?
- Treatment of older prisoners now concern.
- Rights of prisoners to vote?
- Overcrowding – suicide rates and self harming rates.
- Lack of funding, on the other hand – government has trebled spending on offender learning since 2001.
- Creation of Scottish Sentencing council, ending early release.

5. (a) *You are conducting a survey in a major Scottish city about people's views on crime statistics.*

What type of sample would you choose and why?

(7)

General points

- Award up to 3 marks for a point that is developed and relevant.
- Maximum 3 marks for describing the chosen sample type.

Random sample: different types: Any one can be suggested.

A simple random sample

A systematic random sample

A stratified sample

A cluster sample

Sample size can also be talked about. Credit this.

Need to be open in what the candidate writes.

- (b) *Why might social science researchers prefer focus groups rather than individual interviews?*

You should refer to specific research examples in your answer.

(8)

General points

- Award up to 3 marks for a reason depending on detail, relevance and exemplification. Focus groups must be compared with individual interviews to get more than 4 marks.
- If there is no reference to specific research examples, award maximum of 6 marks.

Advantages of focus groups include:

- Quick, cheap and relatively easy to assemble.
- Good for getting rich data in participants' own words and developing deeper insights
- People are able to **build on one another's responses** and come up with ideas they might not have thought of in a 1-on-1 interview.
- Good for obtaining data from children and/or people with low levels of literacy.
- Provides an opportunity to involve people in data analysis (eg "Out of the issues we have talked about, which ones are most important to you?").
- Participants can act as checks and balances on one another – identifying factual errors or extreme views.

6. (a) *As a social science researcher, to what extent can valid and reliable conclusions be drawn from the source?* (8)

General points

- Candidates should show an understanding of 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.
 - Candidates should be able to identify that for the most part this source is **lacking both validity and reliability**.
-
- Source is reliable and could be checked as website is provided.
 - Definition of clear up rates is given.
 - Trends given for more than a decade – comparisons and conclusions can be drawn.
 - Covers different types of crime and key provided.
 - However, the source is dated.
 - Unsure about who Scotstat are – and they are preparing stats for government?
 - This is a summary, so not complete picture.
 - Graph is quite cluttered and could lead to inaccurate interpretation therefore the reliability is undermined.
 - Context is not clear – where and why was this published.
 - Accurate percentages are difficult to gauge from graph.

- (b) *Discuss the relative merits of open and closed questions in constructing a questionnaire.*

You should give relevant examples to support your answer.

(7)

General points

- Award up to 3 marks for a merit depending on detail, relevance and exemplification. Both open and closed question must be considered in relation to constructing a questionnaire.
- If there is no reference to specific research examples, award maximum of 5 marks.

When designing a question for including in a questionnaire, a researcher can choose one of two basic types of questions: closed-ended questions and open-ended questions.

Closed-ended questions limit respondents' answers to the survey. The participants are allowed to choose from either a pre-existing set of dichotomous answers, such as yes/no, true/false, or multiple choice with an option for "other" to be filled in, or ranking-scale response options.

The advantages of closed-ended questions are:

- Closed-ended questions are more easily analysed. Every answer can be given a number or value so that a statistical interpretation can be assessed. Closed-ended questions are also better suited for computer analysis.
- Closed-ended questions can be more specific, thus more likely to communicate similar meanings. Because open-ended questions allow respondents to use their own words, it is difficult to compare the meanings of the responses.
- In large-scale surveys, closed-ended questions take less time from the interviewer, the participants and the researcher, and so they are a less expensive survey method. Generally, the response rate is higher with surveys that use close-ended questions than with those that use open-ended questions.

A limitation of closed-ended questions is the assumption that the researcher knows enough about the phenomenon being studied and about the respondents' perceptions to be able to build an appropriate and sensitive set of categories. If that is not true, the responses might be grouped into inappropriate categories or concepts. When using closed-ended questions, the researcher might first have an exploratory survey during which a small sample is asked open-ended questions. The answers obtained can be used to form categories and/or check the researcher's assumptions.

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Note: you do not have to use closed-ended or open-ended questions exclusively. Many researchers use a combination of closed and open questions; often researchers use closed-ended questions in the beginning of their survey, then allow for more expansive answers once the respondent has some background on the issue and is “warmed-up.”

STUDY THEME 3: THE EUROPEAN UNION AND RESEARCH METHODS

SECTION A

1. Context A: Political Relations

Examine the view that the UK has failed to play a major part in the European Union.

(30)

General points

- Quality answers will address the question throughout.
- Quality answers will have a coherent structure and analysis. Bear in mind that candidates are attempting to construct a comparative essay under examination conditions.
- Acknowledgement of alternative viewpoints/arguments is likely to be explicit in quality answers.
- Credit candidates who make implicit conclusions throughout the essay.
- Look for development including up-to-date exemplification.
- Credit highly candidates who make reference to and comment on secondary analysis eg newspaper articles and documentaries.

Expect reference to some of the following: (these will be expanded on once the questions are approved)

- Euroscepticism.
- Reluctance to sign up to some policy areas eg social charter.
- Opt out clauses – Schengen provisions on free movement, cooperation on justice and home affairs.
- Rebates secured by Mrs Thatcher 1984, renegotiated by Mr Blair 2005.
- French German power axis.
- Opt out of Euro.
- UK relationship with USA.
- UK relationship with Commonwealth.
- Sovereignty.

But

- Full membership.
- Occupies key positions in EU institutions – Parliament, Commission, Council.
- UKREP based in Brussels.
- Mr Blair for president.
- Compliance with EU directives.
- One of largest net contributors – costs increasing – £6.4 billion 2010/11.

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

“Elections to the European Parliament mean little to the electorate.”

Discuss with reference to the UK and other member states.

(30)

General points

- Quality answers will address the question throughout.
- Quality answers will have a coherent structure and analysis. Bear in mind that candidates are attempting to construct a comparative essay under examination conditions.
- Acknowledgement of alternative viewpoints/arguments is likely to be explicit in quality answers.
- Credit candidates who make implicit conclusions throughout the essay.
- Look for development including up-to-date exemplification.
- Credit highly candidates who make reference to and comment on secondary analysis eg newspaper articles and documentaries.

Expect reference to some of the following:

- 1979 turnout 61.99% in EU9 – 2009 43% in EU 27.
- Different forms of voting systems used.
- Length of time taken to complete election process.
- Large variation in turnout – 2009 Belgium 90.39, Malta 78.79, Italy 65.05, Denmark 59.54, Slovakia 19.64, Lithuania, 20.98.
- Low turnout in ‘eastern bloc’ countries.
- Media interest.
- UK elections 2009 to EU parliament – turnout 34.7.
- Low percentage vote for Labour and Conservative parties.
- Euroscepticism/lack of interest from larger parties.
- UKIP second place, relegating Labour to third place.
- Success of minor parties 153,000 votes to No2EU party.
- BNP 2 seats.
- Election system/size of constituencies.
- Distance of EU Parliament.
- Lack of information/interest in the European Parliament.

2. Context C: The European Union and its International Involvement

Examine the view that enlargement of the European Union has created more problems than it has solved.

(30)

General points

- Quality answers will address the question throughout.
- Quality answers will have a coherent structure and analysis. Bear in mind that candidates are attempting to construct a comparative essay under examination conditions.
- Acknowledgement of alternative viewpoints/arguments is likely to be explicit in quality answers.
- Credit candidates who make implicit conclusions throughout the essay.
- Look for development including up-to-date exemplification.
- Credit highly candidates who make reference to and comment on secondary analysis eg newspaper articles and documentaries.

Expect reference to some of the following:

- Cost – especially to the older member states.
 - Problems with the economies of recent states.
 - Migration of workers from poorer countries to richer nations.
 - Increased tensions as a result of migration.
 - Increase in organised crime.
 - Relocation of companies to lower cost areas of the community.
 - A broader Europe has more problems to overcome to achieve integration.
 - Too many members, too many opinions – problems with decision making.
 - Difficulty and time taken to ratify Lisbon Treaty.
 - Problems posed by Romania and Bulgaria.
-
- The continent of Europe is uniting – greater cooperation between member states.
 - Membership of former communist bloc countries.
 - Spread of stability and prosperity within the EU.
 - EU's position and influence on the world stage.
 - An expanded single market.
 - Ratification of Lisbon Treaty.

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

“The European Union has been effective in dealing with discrimination within its member states.”

To what extent is this true?

(30)

General points

- Quality answers will address the question throughout.
- Quality answers will have a coherent structure and analysis. Bear in mind that candidates are attempting to construct a comparative essay under examination conditions.
- Acknowledgement of alternative viewpoints/arguments is likely to be explicit in quality answers.
- Credit candidates who make implicit conclusions throughout the essay.
- Look for development including up-to-date exemplification.
- Credit highly candidates who make reference to and comment on secondary analysis eg newspaper articles and documentaries.

Expect reference to some of the following:

- Discussion of a number of areas where discrimination exists eg gender, race, disability, workplace, age.
- For Diversity against Discrimination.
- PROGRESS programme.
- Racial Equality Directive 200/43/EC.
- Employment Equality Directive 2000/78/EC.
- Gender mainstreaming.
- Examples from a variety of countries.

- Calais ‘refugees’.
- Position of women throughout Europe.
- Islamophobia.
- The Roma.
- Pensionable age/employment of old/young.
- Rise of BNP in UK and other groups throughout EU.

5. (a) *You are conducting a survey in a major Scottish city about people's views on the European Union.*

What type of sample would you choose and why?

(7)

General points

- Award up to 3 marks for a point that is developed and relevant.
- Maximum 3 marks for describing the chosen sample type.

Random sample: different types: Any one can be suggested.

A simple random sample

A systematic random sample

A stratified sample

A cluster sample

Sample size can also be talked about. Credit this.

Need to be open in what the candidate writes.

- (b) *Why might social science researchers prefer focus groups rather than individual interviews?*

You should refer to specific research examples in your answer.

(8)

General points

- Award up to 3 marks for a reason depending on detail, relevance and exemplification. Focus groups must be compared with individual interviews to get more than 4 marks.
- If there is no reference to specific research examples, award maximum of 6 marks.

Advantages of focus groups include:

- **Quick, cheap** and relatively easy to assemble.
- Good for getting rich data in participants' own words and developing deeper insights.
- People are able to **build on one another's responses** and come up with ideas they might not have thought of in a 1-on-1 interview.
- Good for obtaining data from children and/or people with low levels of literacy.
- Provides an opportunity to involve people in data analysis (eg "Out of the issues we have talked about, which ones are most important to you?").
- Participants can act as checks and balances on one another – identifying factual errors or extreme views.

6. (a) ***As a social science researcher, to what extent can valid and reliable conclusions be drawn from the source?*** (8)

General points

- Candidate should show an understanding of 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.
- Candidates should be able to identify that for the most part this source is ***lacking both validity and reliability***.

- Online survey – cross section of respondees.
- Dates of survey included.
- Figures in % and raw numbers.
- Straight forward choice given.

But

- Is this carried out by a reputable organisation.
- Timescale.
- Numbers included in survey very low.
- Usefulness of information given.
- No evidence to show details of type of person voting eg age, gender, nationality.

- (b) ***Discuss the relative merits of open and closed questions in constructing a questionnaire.***

You should give relevant examples to support your answer. (7)

General points

- Award up to 3 marks for a merit depending on detail, relevance and exemplification. Both open and closed question must be considered in relation to constructing a questionnaire.
- If there is no reference to specific research examples, award maximum of 5 marks.

When designing a question for including in a questionnaire, a researcher can choose one of two basic types of questions: closed-ended questions and open-ended questions.

Closed-ended questions limit respondents' answers to the survey. The participants are allowed to choose from either a pre-existing set of dichotomous answers, such as yes/no, true/false, or multiple choice with an option for "other" to be filled in, or ranking-scale response options.

The advantages of closed-ended questions are:

- Closed-ended questions are more easily analysed. Every answer can be given a number or value so that a statistical interpretation can be assessed. Closed-ended questions are also better suited for computer analysis.
- Closed-ended questions can be more specific, thus more likely to communicate similar meanings. Because open-ended questions allow respondents to use their own words, it is difficult to compare the meanings of the responses.
- In large-scale surveys, closed-ended questions take less time from the interviewer, the participants and the researcher, and so they are a less expensive survey method. Generally, the response rate is higher with surveys that use close-ended questions than with those that use open-ended questions.

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[END OF MARKING INSTRUCTIONS]