



National  
Qualifications  
2019

**X749/77/11**

**Modern Studies**

WEDNESDAY, 1 MAY  
9:00 AM – 12:00 NOON

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**Total marks — 90**

**Attempt ONE Section only**

**SECTION 1 — POLITICAL ISSUES AND RESEARCH METHODS — 90 marks**

Part A – Attempt TWO questions.  
Part B – Attempt BOTH questions.

**SECTION 2 — SOCIAL ISSUES, LAW AND ORDER AND RESEARCH METHODS — 90 marks**

Part A – Attempt TWO questions.  
Part B – Attempt BOTH questions.

**SECTION 3 — SOCIAL ISSUES, SOCIAL INEQUALITY AND RESEARCH METHODS — 90 marks**

Part A – Attempt TWO questions.  
Part B – Attempt BOTH questions.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



\* X 7 4 9 7 7 1 1 \*

## SECTION 1 — POLITICAL ISSUES AND RESEARCH METHODS — 90 marks

## PART A — Attempt TWO questions — 60 marks

## Question 1 — Power and influence

‘Political parties are irrelevant in the 21st century.’

Discuss, with reference to the UK/Scotland **and** any other country/countries you have studied.

30

## Question 2 — Living political ideas

‘Party politics are influenced more by populism than by ideology.’

Discuss, with reference to the UK/Scotland **and** any other country/countries you have studied.

30

## Question 3 — Political structures

‘Decentralisation of power leads to more effective governance.’

Discuss, with reference to the UK/Scotland **and** any other country/countries you have studied.

30

**Part B — Attempt BOTH questions — 30 marks****Question 4**

You are researching the motivations of voters who chose to vote 'Leave' in the 2016 United Kingdom European Union membership referendum.

To what extent would a case studies approach be the best method for investigating this issue?

In your answer you should make reference to relevant examples.

You should include reference to an alternative method(s) in addition to case studies.

**15**

[Turn over

## Question 5

To what extent can **Source A** be considered trustworthy?

15

## Source A

**FACTSHEET**

October 2017

**'News you don't believe': Audience perspectives on fake news****Authors:****Dr Rasmus Kleis Nielsen**

Director of Research

**Dr Lucas Graves**

Senior Research Fellow

In this RISJ Factsheet by Rasmus Kleis Nielsen and Lucas Graves, we analyse data from focus groups and a survey of online news users to understand audience perspectives on fake news. Focus groups of 6–8 participants each of approximately two hours in length were conducted across the United States, the United Kingdom, Spain, and Finland on the basis of a series of pre-tasks allowing detailed investigation of participants' behaviours and attitudes to news. Fieldwork within each country was split between groups of younger (20–34) and older (35–54) news users who between them use a variety of brands and platforms to consume news. The fieldwork was conducted by Kantar Media in February and March 2017. Full details of the sample and methodology in Vir and Hall (2017).

On the basis of focus group discussions and survey data from the first half of 2017 from the United States, the United Kingdom, Spain, and Finland, we find that

- when asked to provide examples of fake news, people identify poor journalism, propaganda (including both lying politicians and biased content), and some kinds of advertising more frequently than false information designed to masquerade as news reports
- people are aware of the fake news discussion and see 'fake news' in part as a politicised buzzword used by politicians and others to criticise news media and platform companies
- the fake news discussion plays out against a backdrop of low trust in news media, politicians, and social media platforms alike—a generalised scepticism toward most of the actors that dominate the contemporary information environment
- most people identify individual news media that they consider consistently reliable sources and would turn to for verified information, but they disagree as to which and very few sources are seen as reliable by all.

Our findings suggest that, from an audience perspective, fake news is only in part about fabricated news reports and much more about a wider discontent with the information landscape — including news media and politicians as well as social media platforms. Tackling false news narrowly speaking is important, but it will not address the broader issue that people feel much of the information they come across, especially online, consists of poor journalism, political propaganda, or misleading forms of advertising and sponsored content.

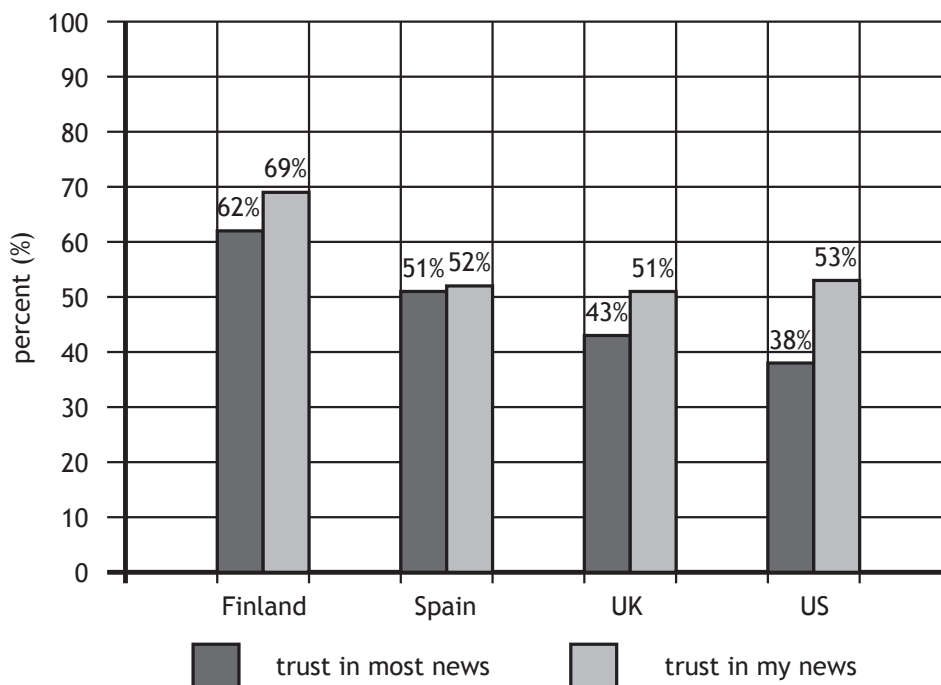
## Question 5 (continued)

### Source A (continued)

**Figure 1** Audience perspectives on fake news



**Figure 2** Trust in most news versus trust in my news



Data from Newman et al (2017). Based on Q6\_2016\_1. Please indicate your level of agreement with the following statements:- I think you can trust most news most of the time and Q6\_2016\_6. I think I can trust most of the news I consume most of the time. Base: All markets 2017.

<http://reutersinstitute.politics.ox.ac.uk/our-research/news-you-dont-believe-audience-perspectives-fake-news>

**SECTION 2 — SOCIAL ISSUES, LAW AND ORDER AND RESEARCH METHODS — 90 marks****Part A — Attempt TWO questions — 60 marks****Question 6 — Understanding the criminal justice system**

‘The judicial framework allows challenges to the law.’

Discuss, with reference to the UK/Scotland **and** any other country/countries you have studied.

**30****Question 7 — Understanding criminal behaviour**

‘The social cost of crime outweighs the economic cost.’

Discuss, with reference to the UK/Scotland **and** any other country/countries you have studied.

**30****Question 8 — Responses by society to crime**

‘Punishment can only be justified when it deters further crimes.’

Discuss, with reference to the UK/Scotland **and** any other country/countries you have studied.

**30**

## Part B — Attempt BOTH questions — 30 marks

## Question 9

You are researching the motivations of white collar criminals.

To what extent would a case studies approach be the best method for investigating this issue?

In your answer you should make reference to relevant examples.

You should include reference to an alternative method(s) in addition to case studies.

15

[Turn over

## Question 10

To what extent can **Source B** be considered trustworthy?

15

## Source B



**The Interface between the Scottish Police Service and the Public as Victims of Crime: Victim Perceptions (2004)**

Margaret Malloch, Alison Brown, Roy Bailey, Maggie Valenti, Mike Semenchuk, Gill McIvor, Brian Williams — De Montfort University and University of Stirling

**DATA COLLECTION: FOCUS GROUPS**

Following discussion at the Research Advisory Group it was agreed that a total of twelve focus group discussions would be facilitated in five forces. In each of these forces this would include two focus groups involving individual victims of housebreaking and vehicle-related property crime. In two of the forces an additional focus group discussion would take place with corporate victims of volume crime. Seven focus groups were actually run, as follows.

**Strathclyde** — two individual focus groups, one of men and one of women (two participants per group) and one corporate focus group (four participants, all male), all involving respondents from Glasgow and held in Glasgow city centre. Two of the corporate participants worked for car companies in a managerial position, one worked in a large retail store in a managerial position and one worked in a convenience store which was part of a large franchise. This man worked as a supervisor of part-time staff.

**Grampian** — two focus groups in the more rural area of Aberdeenshire, held in Peterhead (women) and Inverurie (men) (three participants per focus group).

**Fife** — two individual focus groups, one of men and one of women, both held in Kirkcaldy, with participants from the towns of Dunfermline and Kirkcaldy (one participant per focus group).

The attendance and respondent numbers were lower than had been anticipated. A topic guide was used to direct the discussion throughout the focus groups. However, the discussion was allowed to develop and have a natural progression. Focus group discussions lasted between one and one and a half hours. Except where there were only one or two participants, in which case full notes were taken, the discussions were tape recorded with participants' consent, and later transcribed.



## Question 10 (continued)

### Source B (continued)

Individual telephone interviews were employed alongside the focus groups and chosen because this method was likely to elicit richer data and a higher response rate than postal questionnaires (Maguire and Bennett, 1982). The flexible, semi-structured format used allowed new issues which arose during the discussion to be followed up immediately in a natural way. The design of the semi-structured interview schedule built upon the data gathered during the focus groups. It was originally proposed to conduct 48 individual interviews in each of three research areas. Due to the lower than anticipated number of focus groups, the target number of individual interviews was increased to 60. Of the original 60 potential respondents whose names were provided by police forces, some had moved away or were not contactable. Further names were obtained and fresh attempts were made to reach the target number of interviews. The time constraints imposed by the inspection timetable made it impossible to continue contacting fresh groups of individual victims, and by the end of the study 39 people had been interviewed individually and 16 in focus groups, making a total of 55 respondents. The sample of respondents was chosen to represent different offence types, each sex, and different age groups.

#### Summary breakdown of the interviews conducted with individual victims

All 28 respondents described their ethnic origin as white.

The age range was 19–79.

#### Gender breakdown

Male victims	12
Female victims	16
Total	28

#### Type of crime

Vehicle related crime [VR]	15
Domestic housebreaking [DHB]	9
Both [VR + DHB]	4
Total	28
of whom, repeat victims	13

#### Geographical location

Strathclyde	7
Lothian and Borders	4
Grampian	5
Northern	4
Tayside	8
Total	28

<http://www.gov.scot/Publications/2004/02/18766/31750>

[Turn over

**SECTION 3 — SOCIAL ISSUES, SOCIAL INEQUALITY AND RESEARCH METHODS — 90 marks****Part A — Attempt TWO questions — 60 marks****Question 11 — Understanding social inequality**

‘Causes of inequality are structural and necessary for society to function.’

Discuss, with reference to the UK/Scotland **and** any other country/countries you have studied.

**30****Question 12 — Impact of inequality**

‘The widening wealth gap has an overwhelmingly negative impact on society.’

Discuss, with reference to the UK/Scotland **and** any other country/countries you have studied.

**30****Question 13 — Responses to social inequality**

‘Government responses are failing to narrow the wealth gap.’

Discuss, with reference to the UK/Scotland **and** any other country/countries you have studied.

**30**

**Part B — Attempt BOTH questions — 30 marks****Question 14**

You are researching the motivations of people who make poor lifestyle choices.

To what extent would a case studies approach be the best method for investigating this issue?

In your answer you should make reference to relevant examples.

You should include reference to an alternative method(s) in addition to case studies.

**15****[Turn over**

## Question 15

To what extent can **Source C** be considered trustworthy?

15

### Source C



Poverty and Social Exclusion in the UK

ESRC Grant RES-060-25-0052



Working Paper — Methods Series No.12 Public Perceptions of Poverty, Social Exclusion and Living Standards: Preliminary Report on Focus Group Findings

Eldin Fahmy, Simon Pemberton and Eileen Sutton — April 2011

Eldin Fahmy (corresponding author) School for Policy Studies, University of Bristol, 8 Priory Rd., Bristol BS8 1TZ Tel: +44(0)117 954 6755; E: eldin.fahmy@bris.ac.uk

This paper reports preliminary findings from qualitative development work preparatory to the UK Poverty and Social Exclusion Survey funded by the ESRC. The Project is a collaboration between the University of Bristol, University of Glasgow, Heriot Watt University, Open University, Queen's University (Belfast), University of York, the National Centre for Social Research and the Northern Ireland Statistics and Research Agency. The project commenced in April 2010 and will run for three-and-a-half years.

Participants' understandings of the 'necessities of life' varied, denoting both things which households cannot do without as well as those households should not have to do without. Although poverty was central to many participants' accounts of social exclusion, the latter term denoted a far wider range of disadvantages than those associated with poverty.

Participants appeared to engage with the term social exclusion at a conceptual level with an ease and fluency which was sometimes lacking in their accounts of what it means to be poor in the UK today. Participants' accounts referred not only to those items viewed as detrimental to participation, but also those which facilitate participation as well as wider social well-being. This might suggest further thought be given to the adequacy of 'deficit' models in capturing exclusion from social relations.

A total of 14 focus group interviews with 114 participants were conducted in five different locations, including in each of the four territories comprising the UK: Bristol, Cardiff, London, Glasgow and Belfast. Separate group interviews were conducted amongst low income samples (5 groups), non-low income samples (5 groups), and mixed income samples (4 groups). These groups were also arranged by household type (11 groups) and minority ethnic status (3 groups).

Focus group interviews typically comprised 6 to 10 participants with three groups being conducted in each location. Each group lasted approximately 2.5 hours in total. Participants received a one-off gift payment of £35 plus travel expenses in recognition of their contribution to the research. Prior to attending their group discussion, participants completed a recruitment survey and an open-format questionnaire on deprivation, living standards and social exclusion to encourage them to begin to think in advance about suitable indicators of deprivation and indicators of wider living standards in the UK today.

## Question 15 (continued)

## Source C (continued)

## Summary profile of selected focus groups

Group profile	N	Location
<b>Working age, no dependent children: non-low income.</b> Older owner-occupiers living in detached homes, mixed sex group	8	Bristol
<b>Working age, no dependent children: non-low income.</b> Mixed age group owner-occupiers, predominantly male	9	Bristol
<b>Pensioners: low income.</b> Owner-occupiers living in mixed dwelling types, predominantly female	9	Bristol
<b>Working age, no dependent children: mixed income.</b> Younger mixed tenure group, all male group	3*	Glasgow
<b>Single parents: low income.</b> Younger private renters living in mixed dwelling types, predominantly female	6*	Glasgow

\* Participant recruitment was affected by inclement weather conditions and transport disruption. As a result it was necessary to cancel one further group with pensioners in Glasgow.

## Table 4 Participant classification of social exclusion items

## Essential to avoid social exclusion (consensus across groups)

- regular contact on most days with friends, workmates or neighbours (0·83)
- help with caring responsibilities (0·83)
- manageable debt (0·67)
- confidence and self-esteem (0·67)
- freedom from harassment/bullying at work (0·67)
- freedom from longstanding illness which limits your daily activities (0·66)
- someone to turn to in a crisis (0·66)

## Desirable to avoid social exclusion (consensus across groups)

- feeling safe walking alone after dark in your local area (0·58)
- freedom from verbal/physical abuse on the basis of race, ethnicity or religion (0·58)
- freedom from verbal/physical abuse from another member of your household (0·55)
- good mental and physical health (0·44)
- work that is rewarding or socially valued (0·42)
- good relations with neighbours (0·42)

## Desirable but not essential to avoid social exclusion

- full UK citizenship (0·33)
- good career opportunities in the job and/or labour market in your area (0·25)
- owning your own home (0·22)
- having no criminal record (0·22)
- being involved in local community groups or activities in your area (0)

For each group, items are scored as follows: essential (universal agreement) = 1; essential (majority decision) = 0·66; desirable (majority) = 0·33; desirable (universal) = 0; Item scores were summed across the four groups to provide a crude ranking of participant decisions across groups.

[http://poverty.ac.uk/sites/default/files/attachments/WP%20Methods%20No.12%20-%20Focus%20Group%20Findings%20-%20Preliminary%20Report%20\(Fahmy,%20Pemberton%20&%20Sutton\).pdf](http://poverty.ac.uk/sites/default/files/attachments/WP%20Methods%20No.12%20-%20Focus%20Group%20Findings%20-%20Preliminary%20Report%20(Fahmy,%20Pemberton%20&%20Sutton).pdf)

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