



## General Certificate of Education

# Social Science: Citizenship 5101

*SSC2 The Citizen and the Political Process*

## Mark Scheme

*2006 examination - June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

## **CRITERIA FOR MARKING ADVANCED SUBSIDIARY SOCIAL SCIENCE: CITIZENSHIP**

### **Introduction**

AQA's revised Social Science: Citizenship specification has been designed to be objectives-led in that questions are set which address the assessment objectives published in the Board's specification.

The schemes of marking reflect these objectives. The mark scheme which follows is of the *levels of response* type showing that candidates are expected to demonstrate their mastery of the skills required in the context of their knowledge and understanding of Citizenship. Mark schemes provide the necessary framework for examiners but they cannot cover all eventualities. All valid responses will be given credit. Candidates who appropriately refer to European and global dimensions of citizenship will also be given credit.

Consistency of marking is of the essence in all public examinations. It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other options.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the general principles of the mark scheme as contained in the Assessment Matrix.

### **Using a levels of response mark scheme**

Good examining is about the application of judgement. Mark schemes provide a framework within which examiners exercise their judgement. This is especially so in subjects like Citizenship which in part rely upon analyses, evaluation, arguments and explanations. One of the main difficulties confronting examiners is what precise mark should be given within a level. In making a decision about a specific mark to award, it is vitally important to think first of the mid-range within the level, where that level covers more than two marks. Comparison with other candidates' responses to the same question might then suggest that such an award would be unduly generous or severe.

In making decisions away from the middle of the level, examiners should ask themselves questions relating to candidate attainment, including the quality of language. The more positive the answers, the higher should be the mark awarded. We want to avoid "bunching" of marks. Levels mark schemes can produce regression to the mean, which should be avoided. A candidate's script should be considered by asking "Is it:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced or markedly better in some areas than others?
- generally coherent in expression and cogent in development (as appropriate to the level awarded)?
- well presented as to general quality of language?"

The overall aim is to mark positively, giving credit for what candidates know, understand and can do.

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**ASSESSMENT MATRIX**

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 3</b>	<p>Answers are characterised by a thorough and wide ranging knowledge of appropriate literature. An excellent depth and breadth of relevant evidence.</p> <p>An excellent understanding of relevant theories, terms, concepts and evidence is displayed. A full awareness of contemporary debates and issues is in evidence.</p>	<p>Answers are characterised by explicit and detailed evaluation of relevant theories, terms, concepts and/or evidence. Problems are fully and explicitly addressed and decisions are fully and appropriately justified.</p>	<p>Answers are characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation.</p> <p>Arguments are logical and explicitly address the question. Arguments are developed with reference to evidence in fluent and lucid English, with a wide conceptual vocabulary appropriate to the study of Citizenship.</p>
<b>Level 2</b>	<p>Answers are characterised by a good knowledge of appropriate literature. Some relevant evidence in reasonable depth and breadth. A good understanding of relevant theories, terms, concepts and evidence is displayed.</p> <p>A reasonable awareness of contemporary debates and issues is in evidence.</p>	<p>Answers are characterised by some evaluation of relevant theories, terms, concepts and/or evidence although this may be implicit at times. Problems are partially addressed and decisions tend towards implicit justification.</p>	<p>Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence, usually related and appropriate to the study of Citizenship.</p>
<b>Level 1</b>	<p>Answers are characterised by either a very simple understanding of relevant theories, concepts and evidence and/or common-sense anecdotal assertions. Another characteristic of this level is the lack of knowledge of appropriate literature. Minimal relevant evidence, lacking in appropriate depth and breadth, is also consistent with this level. Answers are also characterised by a lack of awareness of contemporary debates and issues.</p>	<p>Answers are characterised by a simplistic evaluation of relevant theories, terms, concepts and/or evidence. Problems are either not, or only implicitly, addressed and decisions, if any, tend to be justified in ‘of course’ terms.</p>	<p>Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there is little or no usage of a conceptual vocabulary. Evidence is minimal, with points often being unconnected, and there is little attempt to address the task in hand.</p>

<b>ASSESSMENT UNIT 1</b>			
<b>Question 1(a)</b>			
<b>1(a)</b>	Using the extract, briefly outline <b>two</b> trends across the three general election results. <i>(4 marks)</i>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 2</b>	<p><b>(3–4 marks)</b> Answers in this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the data.</p> <p>The response identifies two trends, eg Labour majority, Conservative slow increase, Liberal Democrats large percentage seat increase or the lack of linkage between seats and votes or the overall lack of an absolute majority in votes. Trends may be identified either across or within the time span.</p>		
<b>Level 1</b>	<p><b>(1–2 marks)</b> Answers in this level demonstrate limited knowledge of the topic. Only one complete or two partial trends are identified.</p>		

<b>ASSESSMENT UNIT 1</b> <b>Question 1(b)</b>			
<b>1(b)</b>	Using the extract and your own knowledge, briefly explain the benefits of the ‘First Past The Post’ (FPTP) electoral system. <i>(10 marks)</i>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(3-4 marks)</b> Answers in this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. Sound knowledge is shown of how FPTP operates; voting for single candidates, using an X, constituency based voting, winner determined by receiving the most votes no majority required.</p>	<p><b>(3-4 marks)</b> Answers in this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. Points made relate to the benefits of using FPTP: simplicity of operation; ease of determining the outcome; leads to single party government; stability within government; general acceptance that no national vote majority is required to enable government formation. The concept of choosing a government and a mandate may be mentioned.</p>	<p><b>(2 marks)</b> Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence usually related and appropriate to the study of Citizenship.</p>
<b>Level 2</b>	<p><b>(2 marks)</b> Answers in this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. The response includes some knowledge of how FPTP operates.</p>	<p><b>(2 marks)</b> Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. Understanding is shown of at least two aspects of the benefits of the FPTP system.</p>	

<b>ASSESSMENT UNIT 1</b> <b>Question 1(b) cont'd</b>			
<b>1(b)</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 1</b>	<p><b>(1 mark)</b> Answers in this level demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response.</p>	<p><b>(1 mark)</b> Answers in this level are characterised by a partial explanation, limited analysis and evaluation of the question.</p>	<p><b>(1 mark)</b> Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation.</p> <p>Although some arguments may be developed, there is little or no usage of conceptual vocabulary.</p> <p>Evidence is minimal, with points often being unconnected, resulting in little attempt to address the question.</p>

<b>ASSESSMENT UNIT 1</b>			
<b>Question 1(c)</b>			
<b>1(c)</b>	‘Fewer and fewer people are bothering to vote.’ Assess some of the proposals that have been put forward to increase voter turnout. <span style="float: right;"><i>(16 marks)</i></span>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(4–5 marks)</b> Answers in this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. Knowledge is shown of the current low turnout in elections of differing types. Several examples of how low turnout could be increased are identified, eg postal voting, longer voting hours, e-voting.</p>	<p><b>(5–7 marks)</b> Answers in this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The issue of why voter participation is an issue is outlined either in relation to specific elections or voter groups, eg 2001 or younger voters. Each proposal for change is discussed in relation to its effectiveness. Broader issues, like lowering the voting age or compulsory voting, may be discussed at this level.</p>	<p><b>(4 marks)</b> Answers are characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation. Arguments are logical and explicitly address the question. Arguments are developed, with reference to evidence, in fluent and lucid English with a wide conceptual vocabulary appropriate to the study of Citizenship.</p>
<b>Level 2</b>	<p><b>(2–3 marks)</b> Answers in this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. There is some attempt to identify examples of low electoral turnout and at least two examples of how voter turnout may be increased.</p>	<p><b>(3–4 marks)</b> Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question but the response lacks either a range or depth of understanding of the issues and may only examine one proposal for change.  There is some attempt to draw conclusions from the evidence presented.</p>	<p><b>(2–3 marks)</b> Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence usually related and appropriate to the study of Citizenship.</p>

<b>ASSESSMENT UNIT 1</b> <b>Question 1(c) cont'd</b>			
<b>1(c)</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 1</b>	<p><b>(1 mark)</b> Answers in this level demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response.</p>	<p><b>(1–2 marks)</b> Answers in this level are characterised by a partial explanation, limited analysis and evaluation of the question.</p>	<p><b>(1 mark)</b> Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation.</p> <p>Although some arguments may be developed, there is little or no usage of conceptual vocabulary.</p> <p>Evidence is minimal, with points often being unconnected, resulting in little attempt to address the question.</p>



<b>ASSESSMENT UNIT 1</b>			
<b>Question 2(a)</b>			
<b>2(a)</b>	Briefly examine, using examples, why some groups are more successful than others when campaigning to influence a political decision. <span style="float: right;"><i>(10 marks)</i></span>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<b>(3–4 marks)</b> Answers demonstrate a good depth and/or breadth of knowledge and understanding of the topic, supported by appropriate examples. The campaigns are clearly outlined. Several elements relating to success, eg nature of the issue, membership, media interest, status of the group, insider/outsider, its financial base.	<b>(3–4 marks)</b> Answers are characterised by detailed and explicit explanation and good analysis and evaluation of the question. A number of examples of campaigning groups are discussed and a range of different success criteria are identified and cross-referenced against specific campaigns. ‘Success’ is explained in relation to campaign aims.	<b>(2 marks)</b> Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence usually related and appropriate to the study of Citizenship.
<b>Level 2</b>	<b>(2 marks)</b> Answers in this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. The response includes some examples of different campaigning groups and some issues relating to success are identified.	<b>(2 marks)</b> Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. The response tends to be imbalanced and partial in its approach and relates to a limited number of campaigns.	
<b>Level 1</b>	<b>(1 mark)</b> Answers in this level demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response.	<b>(1 mark)</b> Answers in this level are characterised by a partial explanation, limited analysis and evaluation of the question.	

<b>ASSESSMENT UNIT 1</b>			
<b>Question 2(b)</b>			
<b>2(b)</b>	<p>‘There are virtually no differences between the ideologies of the major political parties in the UK today’. Assess this point of view.</p> <p style="text-align: right;"><i>(20 marks)</i></p>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(6–8 marks)</b> Answers in this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. The response identifies a number of UK political parties and outlines a mixture of their policies or the basis for their current ideology.</p>	<p><b>(6–8 marks)</b> Answers in this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The response covers all three major UK political parties and discusses both their ideological base and a range of contemporary party policy. Terms like ‘the new right’, ‘new Labour’ or ‘the third way’ may be used. The response clearly contrasts the various stands taken by parties and comes to a conclusion based upon the evidence presented.</p>	<p><b>(3–4 marks)</b> Answers are characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation. Arguments are logical and explicitly address the question. Arguments are developed with reference to evidence in fluent and lucid English with a wide conceptual vocabulary appropriate to the study of Citizenship.</p>
<b>Level 2</b>	<p><b>(3–5 marks)</b> Answers in this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. Several general points about contemporary political issues, policies and ideology may be outlined.</p>	<p><b>(3–5 marks)</b> Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. There is some attempt to address one or two issues of difference or convergence between some or all of the parties. There are limited conclusions and evaluative comments</p>	<p><b>(2 marks)</b> Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence usually related and appropriate to the study of Citizenship.</p>

<b>ASSESSMENT UNIT 1</b> <b>Question 2(b) cont'd</b>			
<b>2(b)</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 1</b>	<p><b>(1–2 marks)</b> Answers in this level demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response.</p>	<p><b>(1–2 marks)</b> Answers in this level are characterised by a partial explanation, limited analysis and evaluation of the question.</p>	<p><b>(1 mark)</b> Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there is little or no usage of conceptual vocabulary. Evidence is minimal, with points often being unconnected, resulting in little attempt to address the question.</p>

<b>ASSESSMENT UNIT 1</b> <b>Question 3(a)</b>			
<b>3(a)</b>	Briefly examine, using examples, the argument that the media is too influential in setting the political agenda. <i>(10 marks)</i>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(3–4 marks)</b> Answers in this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by a range of appropriate examples. The response covers both a range of different forms of the media and different political issues, eg the EU and the Euro, law and order issues like ‘Sarah’s Law’, personal lives of politicians, etc.</p>	<p><b>(3–4 marks)</b> Answers in this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The response covers several examples of political agenda-setting. The role of the media in relation to issues is identified, eg News of the World and sex offenders, the Sun and the EU, the BBC and the War on Iraq. The close relationship between politicians and the media may be discussed as a two-way affair. A conclusion is reached based upon the evidence presented.</p>	<p><b>(2 marks)</b> Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence usually related and appropriate to the study of Citizenship.</p>
<b>Level 2</b>	<p><b>(2 marks)</b> Answers in this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples taken from the recent past.</p>	<p><b>(2 marks)</b> Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. The account covers a limited number of aspects of the question. A limited number of examples are analysed.</p>	

<b>ASSESSMENT UNIT 1</b> <b>Question 3(a) cont'd</b>			
<b>3(a)</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 1</b>	<p><b>(1 mark)</b> Answers in this level demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response.</p>	<p><b>(1 mark)</b> Answers in this level are characterised by a partial explanation, limited analysis and evaluation of the question.</p>	<p><b>(1 mark)</b> Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there is little or no usage of conceptual vocabulary. Evidence is minimal, with points often being unconnected, resulting in little attempt to address the question.</p>

<b>ASSESSMENT UNIT 1</b> <b>Question 3(b)</b>			
<b>3(b)</b>	‘A nice little earner for the semi-retired who have little influence over daily life in local communities.’ To what extent is this an accurate description of local government councillors? <i>(20 marks)</i>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(6–8 marks)</b> Answers in this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic. The nature of the various tasks/services provided by local government is outlined relating to several different levels of local government. The impact of local government on daily life is discussed. Points are also made about the role within communities and the political process of local councillors.</p>	<p><b>(6–8 marks)</b> Answers in this level are characterised by detailed and explicit assessment of the impact of local government and its services upon daily life within the local community. The role of local versus central government may be discussed. The nature of local government service is discussed in relation to the role of councillors within the democratic process. The account comes to a clear conclusion based upon the evidence presented.</p>	<p><b>(3–4 marks)</b> Answers are characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation. Arguments are logical and explicitly address the question. Arguments are developed, with reference to evidence, in fluent and lucid English with a wide conceptual vocabulary appropriate to the study of Citizenship.</p>
<b>Level 2</b>	<p><b>(3–5 marks)</b> Answers in this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. The response outlines some examples of local government activities and their impact on daily life.</p>	<p><b>(3–5 marks)</b> Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. The role of local government in the 21<sup>st</sup> century is outlined in very general terms. There is some limited attempt to assess the role of councillors within the democratic process.</p>	<p><b>(2 marks)</b> Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence usually related and appropriate to the study of Citizenship.</p>

<b>ASSESSMENT UNIT 1</b> <b>Question 3(b) cont'd</b>			
<b>3(b)</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 1</b>	<p><b>(1–2 marks)</b> Answers in this level demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response.</p>	<p><b>(1–2 marks)</b> Answers in this level are characterised by a partial explanation, limited analysis and evaluation of the question.</p>	<p><b>(1 mark)</b> Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there is little or no usage of conceptual vocabulary. Evidence is minimal, with points often being unconnected, resulting in little attempt to address the question.</p>