



General Certificate of Education

Social Science: Citizenship 5101

SSC1 The Citizen and the State

Mark Scheme

2007 examination - January 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.

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The Citizen and the State SSC1

CRITERIA FOR MARKING ADVANCED SUBSIDIARY SOCIAL SCIENCE: CITIZENSHIP

Introduction

The 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 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, 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.

ASSESSMENT MATRIX

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Level 3	<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 an 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. 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>
Level 2	<p>Answers are characterised by a good knowledge of appropriate literature.</p> <p>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>
Level 1	<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>

ASSESSMENT UNIT 1			
Question 1(a)			
1(a)	Using the source outline what is meant by the 'Human Rights Act 1998 incorporated the European Convention on Human Rights into UK law'. (4 marks)		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 2	<p>(3–4 marks)</p> <p>Answers in this level explain accurately that: -</p> <p>(i) the Human Rights Act 1998 (HRA) provided that the ECHR is part of UK domestic law;</p> <p>(ii) the convention is directly applicable in the UK courts, thus making convention rights accessible in the UK courts.</p> <p>It is not necessary for an answer to this question to explain that the HRA does not give the convention the status of a Bill of Rights, but an answer that does explain this may, even if it does not give a full response to (ii) above, still earn full marks.</p>		
Level 1	<p>(1–2 marks)</p> <p>Answers in this level (subject to the final paragraph of the level 2 descriptor) either offer a reasonable explanation of one of the consequences of the HRA or explain both but in a vague and /or inaccurate manner.</p>		

ASSESSMENT UNIT 1			
Question 1(b)			
1(b)	Briefly explain, using examples, two ways in which the Human Rights Act 1998 can be said to strengthen the protection of the rights of individual citizens. <i>(10 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	<p>(3–4 marks)</p> <p>Answers in this level demonstrate a good depth of knowledge and understanding of the role of the HRA in protecting the rights of UK citizens, for example:</p> <ul style="list-style-type: none"> (i) direct applicability renders appeals to the European Court of Human Rights in Strasbourg largely unnecessary; (ii) the UK Courts must interpret legislation “so far as it is possible to do so” in a way that is compatible with the Convention; (iii) it is unlawful for public authorities to act in a way that is incompatible with Convention rights. <p>All other creditworthy explanations will be accepted.</p> <p>The answer is probably supported by good reference to appropriate examples.</p>	<p>(3–4 marks)</p> <p>Answers in this level are characterised by a detailed and explicit assessment, analysis and evaluation of the role of the HRA in furthering access to civil and Human Rights in the UK. The discussion is well balanced and a sound conclusion based on the evidence adduced is advanced.</p>	<p>(2 marks)</p> <p>Answers are characterised by excellent or reasonably good grammar and expression. There may be occasional errors of spelling and punctuation. Arguments are developed using a wide or reasonable conceptual vocabulary appropriate to the study of Citizenship</p>
Level 2	<p>(2 marks)</p> <p>Answers in this level demonstrate a reasonable understanding and knowledge of the role of the HRA in the civil and human rights of UK citizens. The response may be supported by examples.</p>	<p>(2 marks)</p> <p>Answers in this level are characterised by a reasonable assessment, analysis and evaluation of the extent of the protection provided by the HRA. A conclusion may be reached, but it may not accurately reflect all the evidence adduced.</p>	

ASSESSMENT UNIT 1 Question 1(b) cont'd			
1(b)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 1	<p>(1 mark)</p> <p>Answers in this level demonstrate limited knowledge of the role of the HRA in supporting civil and human rights in the UK. Examples may be quoted, but not fully integrated into the response</p>	<p>(1 mark)</p> <p>Answers in this level are characterised by a partial assessment and limited analysis and evaluation of the role of the HRA. There may be no conclusion, or one, which does not reflect the evidence adduced</p>	<p>(1 mark)</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. There is minimal evidence, with points often being unconnected, and little attempt to address the task in hand.</p>

ASSESSMENT UNIT 1			
Question 1(c)			
1(c)	<p>‘Citizens are unable to fully exercise their human rights because the Freedom of Information Act 2000 does not actually give them sufficient access to information.’ Assess this claim. (16 marks)</p>		
	Assessment Objective AO1 Knowledge & Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	<p>(4–5 marks)</p> <p>Answers in this level demonstrate a good depth of knowledge and understanding of what access to personal data is possible and the limitations to access under the Freedom of Information Act 2000. Candidates might refer to: liability of public authorities to provide information; wide meaning given to ‘public authority’; grounds on which public authorities can refuse to provide information; their right to charge fees for doing so; exemptions on which they may refuse to give information. (NB candidates are <i>not</i> expected to know these exemptions.)</p> <p>Candidates should consider how and to what extent access to information is necessary for a citizen to exercise his/her human rights. All meritorious material should be given credit.</p> <p>The answer is probably supported by good reference to appropriate examples.</p>	<p>(5–7 marks)</p> <p>Answers in this level are characterised by a detailed and explicit explanation and good evaluation and analysis of the ways in which the Freedom of Information Act 2000 allows access to personal data held by public authorities on individual citizens and the ways in which it can be withheld from them. Candidates may discuss: the wide definition of ‘public authority’ and the way that could suggest the claim in the question is not substantiated; the extent of the exemptions granted to them; difficulties citizens may face in providing the additional information public authorities may require under the act.</p> <p>This is a wide question and all relevant and informed discussion is credited.</p> <p>Answers in this level are probably illustrated by sound and appropriate examples. A sound conclusion, based on evidence adduced in the answer, is advanced.</p>	<p>(4 marks)</p> <p>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>

ASSESSMENT UNIT 1 Question 1(c) cont'd			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 2	<p>(2–3 marks)</p> <p>Answers in this level demonstrate a reasonable understanding and knowledge of the problems and issues relating to freedom of information and the exercise of human rights. Candidates who are unable to make a link between access to information and the ability to exercise human rights properly are probably given marks in this band.</p> <p>The response may be supported by examples.</p>	<p>(3–4 marks)</p> <p>Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the issues.</p> <p>A conclusion may be reached, but it may not accurately reflect all the evidence produced in the answer.</p>	<p>(2–3 marks)</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>
Level 1	<p>(1 mark)</p> <p>Answers in this level demonstrate a limited knowledge of the problems and issues.</p> <p>Examples may be quoted, but not fully integrated into the response.</p>	<p>(1–2 marks)</p> <p>Answers in this level are characterised by a partial explanation and a limited analysis and evaluation of the issues.</p> <p>There may be no conclusion, or a conclusion that is not based on the evidence discussed in the answer.</p>	<p>(1 mark)</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. There is minimal evidence, with points often being unconnected, and little attempt to address the task in hand.</p>

ASSESSMENT UNIT 1			
Question 2(a)			
2(a)	Briefly explain, using examples, two reasons why some citizens make greater demands on state services than others. <i>(10 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	<p>(3–4 marks)</p> <p>Answers in this level demonstrate a good depth of knowledge and understanding of two reasons why some people use services provided by the state more than others, eg having young children; having a disability; being unemployed; being ill. These are given as examples only and the list is not intended to be exhaustive or exclusive.</p> <p>All valid and relevant material and any appropriate examples is credited. The answer must be supported by good reference to such examples.</p>	<p>(3–4 marks)</p> <p>Answers in this level are characterised by an explicit explanation and good evaluation and analysis the reasons why some people use more of the services provided by the state than others: eg those with young children will make greater use of the state’s educational services; those with a disability will make greater use of the appropriate welfare services; unemployed people will claim job seekers’ allowance and make use of the state’s employment services; and those who are ill will make more use of the NHS and the appropriate benefit packages. The above are given as examples only and candidates can score full marks without reference to any of them. All relevant and coherent discussion on appropriate issues are credited.</p> <p>There will be a sound conclusion based on the evidence adduced.</p>	<p>(2 marks)</p> <p>Answers are characterised by excellent or reasonably good grammar and expression. There may be occasional errors of spelling and punctuation. Arguments are developed using a wide or reasonable conceptual vocabulary appropriate to the study of Citizenship</p>

ASSESSMENT UNIT 1 Question 2(a) cont'd			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 2	<p>(2 marks)</p> <p>Answers in this level demonstrate a reasonable understanding and knowledge of the reasons why some people use more of the services provided by the state than others. Answers that only identify one reason cannot be placed higher than Level 2.</p> <p>The response may be supported by examples.</p>	<p>(2 marks)</p> <p>Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the issues.</p> <p>A conclusion may be offered, but it may not accurately reflect all the evidence adduced in the answer.</p>	
Level 1	<p>(1 mark)</p> <p>Answers in this level demonstrate limited knowledge of the reasons why some people use more of the services provided by the state than others.</p> <p>Examples may be cited, but not fully integrated into the response, which is likely to be vague and incomplete.</p>	<p>(1 mark)</p> <p>Answers in this level are characterised by a partial explanation and limited analysis and evaluation of the issues.</p> <p>There may be no conclusion, or a conclusion that is not based on the evidence discussed in the answer.</p>	<p>(1 mark)</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 will be little or no usage of a conceptual vocabulary. There is minimal evidence with points often being unconnected with little attempt to address the task in hand.</p>

ASSESSMENT UNIT 1			
Question 2(b)			
2(b)	<p>'Cases in the Magistrates' Courts should be tried solely by a district judge and not by a bench of lay magistrates.'</p> <p>Assess this view.</p> <p style="text-align: right;"><i>(20 marks)</i></p>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	<p>(6–8 marks)</p> <p>Answers in this level demonstrate a good depth of knowledge and understanding of, for example: the qualifications and role of lay magistrates and district judges; the essential differences between them; their powers; their experience. These are given only as examples of possible content and all meritorious material will be given credit.</p> <p>The answer is probably supported by good reference to appropriate examples.</p>	<p>(6–8 marks)</p> <p>Answers in this level are characterised by detailed and explicit explanation and good evaluation and analysis of the advantages and disadvantages of lay magistrates and district judges – for example: consistency of decision making; administrative advantages and disadvantages; the benefits to society of lay participation in the system, the cost differentials, if any. These are given as examples and all relevant discussion is credited. The discussion is well balanced. There is a sound conclusion based on the evidence adduced.</p>	<p>(3–4 marks)</p> <p>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>
Level 2	<p>(3–5 marks)</p> <p>Answers in this level demonstrate a reasonable understanding and knowledge of the issues.</p> <p>The response may be supported by examples.</p>	<p>(3–5 marks)</p> <p>Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the issues.</p> <p>A conclusion may be offered, but it may not accurately reflect all the evidence adduced in the answer.</p>	<p>(2 marks)</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>

ASSESSMENT UNIT 1 Question 2(b) cont'd			
2(b)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 1	<p>(1–2 marks)</p> <p>Answers in this level demonstrate a limited knowledge of the issues.</p> <p>Examples may be quoted, but not fully integrated into the response.</p>	<p>(1–2 marks)</p> <p>Answers in this level are characterised by a partial explanation and a limited analysis and evaluation of the issues.</p> <p>There is unlikely to be a conclusion, or a conclusion that is not based on the evidence discussed in the answer.</p>	<p>(1 mark)</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. There is minimal evidence, with points often being unconnected and little attempt to address the task in hand.</p>

ASSESSMENT UNIT 1 Question 3(a)			
3(a)	Briefly explain two methods of alternative dispute resolution that a citizen can use to resolve a dispute and avoid litigation in the civil courts. <i>(10 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	<p>(3–4 marks)</p> <p>Answers in this level demonstrate a good depth of knowledge and understanding of two methods of alternative dispute resolution (ADR) eg:</p> <ol style="list-style-type: none"> (1) conciliation (2) mediation (3) arbitration <p>Candidates give a clear and concise account of two of these methods of dispute resolution work and may also give an account of how they work, although this is not necessary for full marks. Credit is given for all relevant material.</p> <p>The answer is supported by appropriate examples.</p>	<p>(3–4 marks)</p> <p>Answers in this level are characterised by detailed and explicit explanation and good evaluation and analysis of the selected methods of ADR and their respective advantages and disadvantages. Some candidates may also draw comparisons with litigation and discuss the advantages of ADR, but this is not necessary for full marks.</p> <p>The arguments developed are rational and balanced. All relevant evaluative comments are credited.</p> <p>There is a sound conclusion based on the evidence adduced.</p>	<p>(2 marks)</p> <p>Answers are characterised by excellent or reasonably good grammar and expression. There may be occasional errors of spelling and punctuation. Arguments are developed using a wide or reasonable conceptual vocabulary appropriate to the study of Citizenship</p>
Level 2	<p>(2 marks)</p> <p>Answers in this level demonstrate a reasonable understanding and knowledge of the issues.</p> <p>NB. Answers which deal with only <i>one</i> method of alternative dispute resolution should not be awarded marks above this level.</p> <p>The response is probably supported by examples.</p>	<p>(2 marks)</p> <p>Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the issues raised by the question.</p> <p>A conclusion may be offered, but it may not accurately reflect the evidence adduced in the answer.</p>	

ASSESSMENT UNIT 1			
Question 3(a)			
3(a)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 1	<p>(1 mark)</p> <p>Answers in this level demonstrate a limited knowledge of the issues.</p> <p>Examples may be quoted, but not fully integrated into the response.</p>	<p>(1 mark)</p> <p>Answers in this level are characterised by a partial explanation and a limited analysis and evaluation of the issues raised by the question.</p> <p>There may be no conclusion, or a conclusion that is not based on the evidence discussed in the answer.</p>	<p>(1 mark)</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. There is minimal evidence, with points often being unconnected and little attempt to address the task in hand.</p>

ASSESSMENT UNIT 1			
Question 3(b)			
3(b)	<p>'Active citizenship is an excuse for some citizens to interfere in the lives of their fellows and should be discouraged.'</p> <p>Assess this view. <i>(20 marks)</i></p>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	<p>(6–8 marks)</p> <p>Answers in this level demonstrate a good depth of knowledge and understanding of active citizenship and describe its benefits and advantages. These are likely to be drawn from a variety of backgrounds and circumstances. In this wide question, candidates may draw on a range of material and it is not possible to be prescriptive as to the indicative content. Candidates may focus on one specific example of citizenship or deal with a variety of situations where active citizenship is a characteristic or feature. All valid and relevant material is credited.</p> <p>The answer should be supported by appropriate examples.</p>	<p>(6–8 marks)</p> <p>Answers in this level are characterised by a detailed and explicit explanation and good evaluation and analysis of the issues raised by the debate about active citizenship. Candidates may, for example, focus on the advantages and disadvantages for society or approach the answer from the individual's point of view: either method will be rewarded according to the merit of the material raised in the answer. Credit is given for discussion of any relevant material.</p> <p>There is a balanced and informed assessment of the proper role of active citizenship in supporting the needs of citizens.</p> <p>A reasoned conclusion based on the evidence adduced in the answer is reached.</p>	<p>(3–4 marks)</p> <p>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>

ASSESSMENT UNIT 1 Question 3(b) cont'd			
3(b)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 2	<p>(3–5 marks)</p> <p>Answers in this level demonstrate a reasonable understanding and knowledge of the issues.</p> <p>The response is supported by examples.</p>	<p>(3–5 marks)</p> <p>Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the issues raised by the question.</p> <p>A conclusion is reached, but it may not accurately reflect the evidence discussed in the answer.</p>	<p>(2 marks)</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>
Level 1	<p>(1–2 marks)</p> <p>Answers in this level demonstrate a limited knowledge of the issues. Examples may be quoted, but not fully integrated into the response.</p>	<p>(1–2 marks)</p> <p>Answers in this level are characterised by a partial explanation and a limited analysis and evaluation of the issues raised by the question. There may be no conclusion, or a conclusion that is not based on the evidence discussed in the answer.</p>	<p>(1 mark)</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. There is minimal evidence with points often being unconnected, and little attempt to address the task in hand.</p>