



General Certificate of Education

Social Science Citizenship 5101

SSC1 The Citizen and the State

Mark Scheme

2007 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.

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CRITERIA FOR MARKING ADVANCED SUBSIDIARY

SOCIAL SCIENCE: CITIZENSHIP

SSC1 The Citizen and the State

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 AQA'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.

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.</p> <p>An excellent depth and breadth of relevant evidence. 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. 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)	Briefly outline two ways in which the extract claims that Jobcentre Plus demonstrates an active welfare state. <i>(4 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 2	<p>(3–4 marks) Answers in this level accurately outline two ways in which the Jobcentre Plus initiative provides examples of an active welfare state. For example:</p> <ul style="list-style-type: none"> (i) the state actively seeks to help jobless people find work; (ii) the responsibility of those seeking work to engage with the government in its attempt to find work for them; (iii) improvements in the job-seeking environment; (iv) a move away from the idea that welfare only consists of handing out benefits. <p>These are given as examples only – any other creditworthy points taken from the source should also be credited. Candidates in this level identify two ways and offer a brief and coherent explanation of them.</p>		
Level 1	<p>(1–2 marks) Answers in this level either accurately outline one of the examples or outline both but in a vague and/or inaccurate manner.</p>		

ASSESSMENT UNIT 1 Question 1(b)			
1(b)	Briefly examine how any one area of public welfare provision reflects the responsibilities of both the State and the recipient. <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) Answers in this level demonstrate a good depth of knowledge and understanding of the interaction between rights and duties in the state's provision of welfare in its various forms, for example candidates may refer to:</p> <ul style="list-style-type: none"> (i) the duty of the provider to make adequate provision for the needs of citizens; (ii) the duty of the provider to identify areas of need; (iii) the duty of the provider to be fair in the allocation of limited resources; (iv) the duty of citizens to take reasonable steps to provide for their own needs; (v) the duty of citizens to be honest in claiming available benefits. <p>This is a wide ranging question and it is neither possible nor desirable to be prescriptive about responses to it. The above points are given only as examples of possible responses. None of the issues raised in them need to be given by candidates in order to achieve full marks. All creditworthy answers should be accepted. The answer is likely to be supported by good examples.</p>	<p>(3–4 marks) Answers in this level are characterised by a detailed and explicit assessment, analysis and evaluation of the rights and duties involved in the provision and/or distribution of welfare by the state in whatever specific area the candidate select to discuss.</p> <p>Alternatively candidates may deal with the question on a wider and more general basis and consider the issues in relation to the general concept of state welfare provision in the 21st century.</p> <p>The discussion is well balanced and a sound conclusion based on the evidence adduced is advanced.</p>	<p>(2 marks) Answers are characterised by reasonably good grammar and expression. There may be 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 1(b) cont'd			
1(b)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 2	<p>(2 marks) Answers in this level demonstrate a reasonable understanding and knowledge of the rights and duties of the state supplying welfare and of the citizen receiving welfare in any of its various forms.</p> <p>The response may be supported by examples.</p>	<p>(2 marks) Answers in this level are characterised by a reasonable assessment, analysis and evaluation of issues.</p> <p>A conclusion may be reached, but it may not accurately reflect all the evidence adduced.</p>	
Level 1	<p>(1 mark) Answers in this level demonstrate limited knowledge of the rights and duties of the state in supplying welfare and of the citizen in receiving welfare in any of its various forms.</p> <p>Examples may be quoted, but not fully integrated into the response.</p>	<p>(1 mark) Answers in this level are characterised by a partial assessment and limited analysis and evaluation of the issues.</p> <p>There may be no conclusion, or one which does not reflect the evidence adduced.</p>	<p>(1 mark) 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, and little attempt to address the task in hand.</p>

ASSESSMENT UNIT 1			
Question 1(c)			
1(c)	Assess the role and importance of the private and voluntary sectors in the provision of welfare. <i>(16 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	<p>(4–5 marks) Answers in this level demonstrate a good depth of knowledge and understanding of how the private and voluntary sector provides welfare in the particular area discussed by candidates. Because of the wide range of welfare provision likely to be offered by candidates it is impossible to be prescriptive about the nature of the responses.</p> <p>It is possible, for example, that reference is made to the extent of the provision and/or the involvement of the sectors concerned and/or the method of selection of those entitled to benefit. These are given as examples only and candidates do not need to refer to these issues for full marks. All meritorious material should given credit.</p> <p>The answer is probably supported by good reference to appropriate examples.</p>	<p>(5–7 marks) Answers in this level are characterised by a detailed and explicit explanation and good evaluation and analysis of the ways in which the private and voluntary sectors provide welfare for its citizens. Because of the wide ranging nature of the question candidates are likely to tackle the answer in a variety of ways: they may, for example comment on the value of the provision; the advantages and/or disadvantages of the provision being made by the sectors concerned; particular strengths and/or weaknesses in the provision, etc. These are given only as examples and candidates who approach the answer in a different way may still receive full marks as all meritorious material should be given credit.</p> <p>Answers in this level are probably illustrated by sound and appropriate examples.</p> <p>A sound conclusion, based on evidence adduced in the answer, is advanced.</p>	<p>(4 marks) 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			
1(c)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 2	<p>(2–3 marks) Answers in this level demonstrate a reasonable understanding and knowledge of the problems and issues.</p> <p>The response may be supported by examples.</p>	<p>(3–4 marks) 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) 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 reference to evidence in fluent and lucid English with a wide conceptual vocabulary appropriate to the study of Citizenship.</p>
Level 1	<p>(1 mark) Answers in this level demonstrate 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) 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) 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 two ways in which the Freedom of Information Act 2000 may improve the rights of British 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) Answers in this level demonstrate a good depth of knowledge and understanding of the ways in which the Freedom of Information Act 2000 has made it easier for citizens to access personal data held about them by public authorities, for example:</p> <ul style="list-style-type: none"> (i) the positive ‘right’ the act gives citizens to obtain information; (ii) the wide definition given to ‘public authority’ in the act; (iii) the production of Codes of Practice to clarify the obligations of public authorities. <p>This list is not exhaustive. Any appropriate examples should be credited.</p> <p>The answer should be supported by good reference to appropriate examples.</p>	<p>(3–4 marks) 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 has improved citizens access to material held on them: for example candidates may explain the problems about obtaining such information before the Act; or they may refer to the many criticisms of the Act. These are given only as examples and neither is necessary for full marks.</p> <p>Any relevant and coherent discussion on these issues should be credited.</p> <p>There is a sound conclusion based on the evidence adduced.</p>	<p>(2 marks) 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(a) cont'd			
2(a)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 2	<p>(2 marks) Answers in this level demonstrate a reasonable understanding and knowledge of the ways in which the Freedom of Information Act 2000 has improved the citizen's access to personal data held on him/her.</p> <p>Answers which deal with only one way in which the Freedom of Information Act 2000 supports citizens who are seeking personal data cannot score marks above this level.</p> <p>The response may be supported by examples.</p>	<p>(2 marks) 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) Answers in this level demonstrate limited knowledge of the ways in which the Freedom of Information Act 2000 has improved the citizen's access to personal data held on him/her.</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) 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) 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 with little attempt to address the task in hand.</p>

ASSESSMENT UNIT 1			
Question 2(b)			
2(b)	<p>'Society requires that there should be a balance between the powers of the police to investigate crime and the rights and liberties of citizens who are suspected of crime.'</p> <p>Assess the extent to which this balance has been achieved. <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) Answers in this level demonstrate a good depth of knowledge and understanding of the ways in which the Police and Criminal Evidence Act 1984 (PACE) has tried to balance the powers of the police to investigate crime with the need to protect suspects. Examples might include:</p> <ul style="list-style-type: none"> (i) the rules about stop and search; (ii) the limits on the period a suspect may be held in detention without being charged; (iii) the rules about access to a solicitor for those in detention; (iv) the rules about the power of the police to arrest suspects and to search premises. <p>Candidates may refer to changes in the law relating to those suspected of terrorist offences.</p> <p>These are all given as examples of how candidates might tackle this answer; none of them needs to be investigated for full marks. Credit should be given for all relevant material.</p> <p>The answer is supported by good reference to appropriate examples.</p>	<p>(6–8 marks) Answers in this level are characterised by a detailed and explicit explanation and good evaluation and analysis of the provisions of PACE. Candidates may, for example, consider the various criticisms made by different interests of the provisions of PACE (eg the additional powers PACE confers on the police; how PACE tips the balance in favour of the police/ in favour of the suspect; the extra paperwork it entails; the restrictions it places on the police, etc) or they may consider contemporary debates about the need to protect society against terrorist activity.</p> <p>All meritorious comment and discussion should be given credit.</p> <p>The discussion is well balanced. There is a sound conclusion based on the evidence adduced.</p>	<p>(3–4 marks) 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 2(b) cont'd			
2(b)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 2	<p>(3–5 marks) 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) 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) 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) Answers in this level demonstrate limited knowledge of the issues.</p> <p>Examples may be quoted, but not fully integrated into the response.</p>	<p>(1–2 marks) 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) 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 by which a citizen, who cannot afford to pay for them, can obtain legal advice and representation. (10 marks)		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	<p>(3–4 marks) Answers in this level demonstrate a good depth of knowledge and understanding of how civil and criminal cases are funded. In respect of funding civil cases candidates may refer to:</p> <p>(i) the Access to Justice Act 1999 and its provisions for, <i>inter alia</i>, Legal Help; Legal representation; Help at Court; Approved Family Help; and Family Mediation; the Funding Code; the types of case which are removed from the scope of state funding (not all these issues are necessary for full marks);</p> <p>(ii) Conditional Fee Agreements;</p> <p>(iii) Community Legal Service Direct (advice only);</p> <p>(iv) Law Centres, CAB etc.</p> <p>In respect of funding for criminal cases candidates may refer to:–</p> <p>(v) Public defenders;</p> <p>(vi) Private solicitors under contract to the Legal services Commission;</p> <p>(vii) Advice and assistance;</p> <p>(viii) Advocacy assistance;</p> <p>(ix) Representation.</p> <p>Credit should be given for all other relevant material. The answer is supported by appropriate examples.</p>	<p>(3–4 marks) Answers in this level are characterised by a detailed and explicit explanation and good evaluation and analysis of two of the ways in which a citizen can obtain free (or assisted) legal advice and representation eg particular problems associated with the selected methods, limitations on the scope of advice and/or representation available, although neither of these are necessary for full marks.</p> <p>The arguments developed are rational and balanced.</p> <p>All relevant evaluative comments should be credited.</p> <p>There is a sound conclusion based on the evidence adduced.</p>	<p>(2 marks) Answers are characterised by reasonably good grammar and expression. There may be 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 3(a) cont'd			
3(a)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 2	<p>(2 marks) Answers in this level demonstrate a reasonable understanding and knowledge of the issues. Answers which deal with only one method of obtaining legal advice and representation cannot be placed higher than in this mark band.</p> <p>The response is supported by examples.</p>	<p>(2 marks) 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 might not accurately reflect the evidence adduced in the answer.</p>	<p>(2 marks) 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) Answers in this level demonstrate limited knowledge of the issues.</p> <p>Examples may be quoted, but not fully integrated into the response.</p>	<p>(1 mark) Answers in this level are characterised by a partial explanation and 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) 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 with little attempt to address the task at hand.</p>

ASSESSMENT UNIT 1 Question 3(b)			
3(b)	‘Trial by jury is a citizen’s most important right.’ Assess this claim <i>(20 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	<p>(6–8 marks) Answers in this level demonstrate a good depth of knowledge and understanding of the right to trial by jury. For example, candidates may:</p> <ul style="list-style-type: none"> (i) explain the circumstances in which the right to jury trial arises; (ii) show that the right is largely confined to criminal cases. <p>Alternatively candidates may focus on other important rights (eg the right to free speech or freedom from torture) and draw comparisons with the right to trial by jury.</p> <p>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. All valid and relevant material, including references to other jurisdictions where the right to trial by jury is not available, should be credited.</p> <p>The answer is supported by appropriate examples.</p>	<p>(6–8 marks) Answers in this level are characterised by a detailed and explicit explanation and good evaluation and analysis of the issues raised by trial by jury, for example:</p> <ul style="list-style-type: none"> (i) the benefit to the accused of having his/her case decided by his/her peers; (ii) the benefit to society of being able to participate in the legal process in this way; (iii) the limited scope for trying civil cases in this way; (iv) the debate about the use of juries in complex fraud trials (v) problems in other jurisdictions where trial by jury is not available. <p>Candidates may focus on whether trial by jury is more appropriate than other forms of trial or may ask if there are other rights which are more important. Either approach, or a combination of both, may gain full marks. In this wide question the discussion may take various forms. The above are given by way of example and it is not necessary to discuss these for full marks. Credit is given for discussion of any relevant material. There is a balanced and informed assessment of the role of jury trial in 21st century society. A reasoned conclusion based on the evidence adduced in the answer is reached.</p>	<p>(3–4 marks) 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) Answers in this level demonstrate a reasonable understanding and knowledge of the issues.</p> <p>The response is probably be supported by examples.</p>	<p>(3–5 marks) Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the issues raised by the question.</p> <p>A conclusion will be reached, but it may not accurately reflect the evidence discussed in the answer.</p>	<p>(2 marks) Answers will be characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, will be developed with some reference to evidence usually related and appropriate to the study of Citizenship.</p>
Level 1	<p>(1–2 marks) Answers in this level demonstrate limited knowledge of the issues.</p> <p>Examples may be quoted, but not fully integrated into the response.</p>	<p>(1–2 marks) Answers in this level are characterised by a partial explanation and 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) 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 with little attempt to address the task in hand.</p>