



ASSESSMENT and
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ALLIANCE

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GCE

Social Science: Citizenship

Unit SSC2

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Unit 2: The Citizen and the Political Process

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 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 principals 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 will be 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 will be displayed. A full awareness of contemporary debates and issues will be in evidence.</p>	<p>Answers will be characterised by explicit and detailed evaluation of relevant theories, terms, concepts and/or evidence. Problems will be fully and explicitly addressed and decisions will be fully and appropriately justified.</p>	<p>Answers will be characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation. Arguments will be logical and explicitly address the question.</p> <p>Arguments will be 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 will be 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 will be displayed.</p> <p>A reasonable awareness of contemporary debates and issues will be in evidence.</p>	<p>Answers will be characterised by some evaluation of relevant theories, terms, concepts and/or evidence although this may be implicit at times. Problems will be partially addressed and decisions tending towards implicit justification.</p>	<p>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>Answers will be characterised by either a very simple understanding of relevant theories, concepts and evidence and/or common-sense anecdotal assertions. Another characteristic of this band is the lack of appropriate literature. Minimal relevant evidence, lacking in appropriate depth and breadth, will also be consistent with this band. Answers will also be characterised by a lack of awareness of contemporary debates and issues.</p>	<p>Answers will be characterised by either a simplistic evaluation of relevant theories, terms, concepts and/or evidence. Problems will either not be, or only implicitly be, addressed and decisions, if any, will tend to be justified in ‘of course’ terms.</p>	<p>Answers will be 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 will be minimal evidence with points often being unconnected with little attempt to address the task in hand.</p>

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
1(a)	Using the sources, identify two factors which might have helped Dr Taylor win the Wyre Forest seat at the General Election in 2001. <i>(4 marks)</i>		
Level 2	Answers at this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. The response includes two of the following: no Liberal Democrat candidate, the issue of the hospital and the group's success in local government elections. (3-4 marks)		
Level 1	Answers at this level demonstrate limited knowledge of the topic. The response contains one correct answer. (1-2 marks)		
1(b)	Using the sources, briefly outline how the 2001 General Election result in Wyre Forest differed from that of the 1997 General Election. <i>(4 marks)</i>		
Level 2	Answers at this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. The response covers two of the following examples:- lower turnout, massive decline in the Labour vote, Taylor won a majority of the votes cast, decline in Conservative vote. (3-4 marks)		
Level 1	Answers at this level demonstrate limited knowledge of the topic. The response will contain one correct answer. (1-2 marks)		

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
1(c)	Discuss some of the advantages and disadvantages of candidates fighting a General Election on a single local issue. <i>(12 marks)</i>		
Level 3	Answers at this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. Clear knowledge of the nature of a General Election is shown, as well as an understanding of the nature of party politics and policy. The response indicates points for and against, e.g. General Election is national not local, encompasses numerous policy areas, is about a mandate for national government. The Wyre Forest example may be used in this response. (4 marks)	Answers at this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The account clearly indicates advantages and disadvantages. The issue of the nature of a General Election is discussed. The nature of ‘protest’ voting may be mentioned in relation to the 2001 General Election when the result was not in doubt. The nature of a political mandate should be mentioned. (5-6 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. (2 marks)
Level 2	Answers at this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. The response may include examples of the way General Elections are conducted. (2-3 marks)	Answers at this level are characterised by a reasonable explanation, analysis and evaluation of the question. A case for and against is outlined, but points are not developed. (3-4 marks)	
Level 1	Answers at this level demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated or developed into the response. (1 mark)	Answers at this level are characterised by a partial explanation and limited analysis and evaluation of the question and deal with only one point of view. (1-2 marks)	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 use of conceptual vocabulary. There is minimal evidence with points often being unconnected and little attempt to address the task in hand. (1 mark)

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
1(d)	Assess the reasons why there are few independent (non-party) Members of Parliament (MPs) in the House of Commons. <i>(20 marks)</i>		
Level 3	Answers at this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. Clear knowledge shown of what an independent MP is. Indication of the lack of these MPs shown. Knowledge shown of the make up of the UK Parliament and the nature of our party and electoral systems. (6-8 marks)	Answers at this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The strength of the party system and its national context will be outlined and the way the electoral system works against independents. Mention may be made of the changes in voting systems, e.g. European list system, which has broadened the base of MEPs. Elected mayors may also be mentioned. (6-8 marks)	Answers are characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation. Arguments logically and explicitly address the question. Arguments are developed with reference to evidence in fluent and lucid English and with a wide conceptual vocabulary appropriate to the study of Citizenship. (3-4 marks)
Level 2	Answers at this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. The response includes examples, e.g. Martin Bell. Some knowledge shown of the strength of the party system and the voting systems in the UK. (3-5 marks)	Answers at this level are characterised by a reasonable explanation, analysis and evaluation of the question. Some understanding shown of the nature of the party system and the electoral system. (3-5 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. (2 marks)
Level 1	Answers at this level demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response. (1-2 marks)	Answers at this level are characterised by a partial explanation and limited analysis and evaluation of the question. (1-2 marks)	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 use of a conceptual vocabulary. There is minimal evidence with points often being unconnected with little attempt to address the task in hand. (1 mark)

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
2(a)	To what extent can an elected government of the United Kingdom claim to have a mandate to carry out its policies? <i>(10 marks)</i>		
Level 3	Answers at this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. Clear account of the term mandate, i.e. endorsement by the electorate of a policy platform at an election. Normally associated with general elections. (3-4 marks)	Answers at this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The response questions the concept of a mandate as an endorsement by the majority as our electoral system doesn't provide governments based on 50% plus support. The support for the major two parties has declined. (3-4 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. (2 marks)
Level 2	Answers at this level will demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. The response may include examples of elections and differing policies. (2 marks)	Answers at this level are characterised by a reasonable explanation, analysis and evaluation of the question. Some attempt to link mandate to the electoral system. (2 marks)	
Level 1	Answers at this level demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response. (1 mark)	Answers at this level are characterised by a partial explanation, and limited analysis and evaluation of the question. (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 use of conceptual vocabulary. There is minimal evidence with points often being unconnected and little attempt to address the task in hand. (1 mark)

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
2(b)	Examine the case for and against the state funding of political parties. <i>(10 marks)</i>		
Level 3	Answers at 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 methods of party funding and the existing ‘short’ money for funding opposition parties. Examples may be quoted of the problems faced by the Conservatives and Labour when in government. (3-4 marks)	Answers at this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The case both for and against is given. The concept of freedom of choice to give money against that of parties being beholden to sponsors. The idea that state funding to party breaks a link with the party membership and could lead to extreme parties being funded. The need to ‘bankroll’ democracy may appear as an evaluative comment. (3-4 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. (2 marks)
Level 2	Answers at this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. The response includes examples of private sources of party funding, and the problems that have arisen. (2 marks)	Answers at this level are characterised by reasonable explanation, analysis and evaluation of the question. Both cases stated but not fully developed. (2 marks)	
Level 1	Answers at this level demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response. (1 mark)	Answers at this level are characterised by a partial explanation, and limited analysis and evaluation of the question. (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 use of conceptual vocabulary. There is minimal evidence with points often being unconnected and little attempt to address the task in hand. (1 mark)

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
2(c)	Assess the view that those who use extra-parliamentary action are more successful in achieving their aims than those who use parliamentary action. <i>(20 marks)</i>		
Level 3	Answers at this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. A clear understanding is shown of the terms extra - parliamentary action (direct action) as well as comments about parliamentary action, lobbying, letter writing, etc. (6-8 marks)	Answers at this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. Recent examples of direct action may be quoted, e.g. Fuel crisis. This may be countered by comments about the anti-capitalist riots. Success is assessed in relation to the media and public perception and actual achievement of a group's aims, e.g. dump the debt. (6-8 marks)	Answers are characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation. Arguments logically and explicitly address the question. Arguments are developed with reference to evidence in fluent and lucid English and with a wide conceptual vocabulary appropriate to the study of Citizenship. (3-4 marks)
Level 2	Answers at this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. The response is partial but includes examples. (3-5 marks)	Answers at this level are characterised by a reasonable explanation, analysis and evaluation of the question. There is limited use of examples to develop the points being made. (3-5 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. (2 marks)
Level 1	Answers at this level demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response. (1-2 marks)	Answers at this level are characterised by a partial explanation, and limited analysis and evaluation of question. (1-2 marks)	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 or no use of a conceptual vocabulary. There is minimal evidence with points often being unconnected and little attempt to address the task in hand. (1 mark)

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
3(a)	To what extent could it be argued that today that there are few, if any, ideological differences between the major parties? <i>(10 marks)</i>		
Level 3	Answers at this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. Clear understanding of the term ideological relating to the core beliefs/principles of a political party, and the nature of those associated with the three major UK parties. <i>(3-4 marks)</i>	Answers at this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The response may either accept or challenge the assumption of the question. Any case is supported by evidence, i.e. the nature of public political opinion and the electoral system as well as the nature of economic structures may be mentioned. <i>(3-4 marks)</i>	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. <i>(2 marks)</i>
Level 2	Answers at this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. The response includes examples of a few ideological/policy differences. <i>(2 marks)</i>	Answers at this level are characterised by a reasonable explanation, analysis and evaluation of the question. Reasonable attempt to draw a conclusion based upon the evidence presented. <i>(2 marks)</i>	<i>(2 marks)</i>
Level 1	Answers at this level demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response. <i>(1 mark)</i>	Answers at this level are characterised by a partial explanation, and limited analysis and evaluation of the question. <i>(1 mark)</i>	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 use of conceptual vocabulary. There is minimal evidence with points often being unconnected and little attempt to address the task in hand. <i>(1 mark)</i>

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
3(b)	Explain how the powers of Members of Parliament (MPs) differ from those of councillors. (10 marks)		
Level 3	Answers at this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. Knowledge of the differing levels of government clearly shown. A councillor has a local mandate whilst an MP operates at a national level based upon a local mandate. The fact that being an MP is a full-time role and that a councillor is a part-time post may be mentioned. (3-4 marks)	Answers at this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The response clearly indicates the legislative powers of an MP whilst a councillor can be responsible for the delivery of local services. The “how” part relates to the nature of the UK centralised governmental system of a supreme law-making parliament. (3-4 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. (2 marks)
Level 2	Answers at this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. The response includes examples of their differing powers. (2 marks)	Answers at this level are characterised by reasonable explanation, analysis and evaluation of the question. (2 marks)	
Level 1	Answers at this level demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response. (1 mark)	Answers at this level are characterised by a partial explanation, and limited analysis and evaluation of the question. (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 use of conceptual vocabulary. There is minimal evidence with points often being unconnected and little attempt to address the task in hand. (1 mark)

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
3(c)	Explain and assess the way in which local and/or national government has reacted to a campaign known to you. <i>(20 marks)</i>		
Level 3	Answers at this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. The role of local and/or national government should be clearly linked to the campaign outlined, e.g. road building, hospital closure, a change in the law. Named examples should be used. (6-8 marks)	Answers at this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The campaign is clearly outlined and the reaction of government assessed. The nature of the campaigners, the strategy used and the role of the media and other pressure points should be included in the response. (6-8 marks)	Answers are characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation. Arguments logically and explicitly address the question. Arguments are developed with reference to evidence in fluent and lucid English and with a wide conceptual vocabulary appropriate to the study of Citizenship. (3-4 marks)
Level 2	Answers at this level demonstrate a reasonable depth and/or breadth of knowledge and an understanding of the linkage to national and/or local government is shown. The response includes examples. (3-5 marks)	Answers at this level are characterised by a reasonable explanation, analysis and evaluation of the question. The campaign is outlined as is the reaction of government. There is some attempt to assess the relationship between government and the major players in the campaign. (3-5 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. (2 marks)
Level 1	Answers at this level demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response. (1-2 marks)	Answers at this level are characterised by a partial explanation, limited analysis and evaluation of the question. (1-2 marks)	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 use of a conceptual vocabulary. There is minimal evidence with points often being unconnected and little attempt to address the task in hand. (1 mark)