



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2004

GCE

Social Science Citizenship

Unit SSC1

Copyright © 2004 AQA and its licensors. All rights reserved.

CRITERIA FOR MARKING

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 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 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. 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)			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
1 (a)	Identify and briefly explain two reasons why moving into paid employment is a “challenging time for the Big Life Trainees”. (Source A) . <i>(4 marks)</i>		
Level 2	(3-4 marks) Answers in this level recognise two of the problems identified in the source (eg inexperience of employment; poor health; homelessness; and lack of skills) and offer a reasonable explanation as to why these present problems to the sellers.		
Level 1	(1-2 marks) Answers in this level either recognise two of the problems, but offer no, or no appropriate, explanation or recognise and explain one problem only.		

ASSESSMENT UNIT 1			
Question 1 (b)			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
1 (b)	Briefly examine the role of either the private sector or the voluntary sector in any aspect of welfare. <i>(10 marks)</i>		
Level 3	(3-4 marks) Answers in this level demonstrate a good depth of knowledge and understanding of the role of the private or voluntary sector in the area of welfare chosen. Because of the breadth of the question it is not possible to be prescriptive as to the indicative content and all valid responses should be credited. Good reference to appropriate examples should be made.	(3-4 marks) Answers in this level are characterised by detailed and explicit assessment, analysis and evaluation of the role of the private or voluntary sector in the provision and/or delivery of welfare. The discussion will be well balanced and a sound conclusion based on the evidence adduced will be advanced.	(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.
Level 2	(2 marks) Answers in this level demonstrate a reasonable understanding and knowledge of the role of the private or voluntary sector. The response may be supported by examples.	(2 marks) Answers in this level are characterised by a reasonable assessment, analysis and evaluation of the role of the private or voluntary sector. A conclusion may be reached, but it may not accurately reflect all the evidence adduced.	

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) Answers in this level demonstrate limited knowledge of the role of the private or voluntary sector. 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 role of the private and voluntary sector. 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 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 (c)			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
1 (c)	Assess the extent to which the Citizen’s Charter and/or similar policies have improved the provision of public services. <i>(16 marks)</i>		
Level 3	(4-5 marks) Answers in this level demonstrate a good depth of knowledge and understanding of how and/or to what extent (if at all) the Citizens’ Charter and (where appropriate) the individual charters of one or more welfare or service providers have improved the provision of services. The answer is supported by good reference to appropriate examples.	(5-7 marks) Answers in this level are characterised by detailed and explicit explanation and good evaluation and analysis of the role (if any) of the Citizens’ Charter and (where appropriate) the individual charters of other welfare or service providers in improving, or in attempting to improve, the provision of one or more aspects of their services. A sound conclusion, based on evidence adduced in the answer, is advanced.	(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.
Level 2	(2-3 marks) Answers in this level demonstrate a reasonable understanding and knowledge of the concepts and issues. The response may be supported by examples.	(3-4 marks) Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the issues. A conclusion may be reached, but it may not accurately reflect all the evidence produced in the answer.	(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 some reference to evidence, usually related and appropriate to the study of Citizenship.

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 1	<p>(1 mark) Answers in this level demonstrate limited knowledge of the concepts and issues. 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. 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. Evidence is minimal, with points often being unconnected, and there is little attempt to address the task in hand.</p>

ASSESSMENT UNIT 1			
Question 2 (a)			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
2 (a)	Briefly examine two methods of resolving a dispute between citizens other than by bringing an action in the courts. <i>(10 marks)</i>		
Level 3	<p>(3-4 marks) Answers in this level demonstrate a good depth of knowledge and understanding of at least two methods of ADR (eg tribunals, arbitration, mediation, conciliation). There is probably a good description of how the chosen methods work: there may be an indication of the type of case for which they are suitable. The answer is supported by good reference to appropriate examples.</p>	<p>(3-4 marks) Answers in this level are characterised by detailed and explicit explanation and good evaluation and analysis of the advantages and benefits of ADR (eg cost speed, privacy): this will be balanced by a discussion of the problems created by the selected methods (eg enforceability, reduced legal input, uncertainty). 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>
Level 2	<p>(2 marks) Answers in this level demonstrate a reasonable understanding and knowledge of the selected methods of ADR. 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 raised by ADR. A conclusion may be offered, but it may not accurately reflect all the evidence adduced in the answer.</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 1	<p>(1 mark) Answers in this level demonstrate limited knowledge of the selected methods of ADR. Examples may be quoted, but not fully integrated into the response, which is likely to be vague and incomplete. Answers based on criminal law should be placed in this level.</p>	<p>(1 mark) Answers in this level are characterised by a partial explanation and limited analysis and evaluation of the issues. 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. Evidence is minimal, with points often being unconnected, and there is little attempt to address the task in hand.</p>

ASSESSMENT UNIT 1			
Question 2 (b)			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
2 (b)	Assess the claim that “all citizens receive equal treatment under the law”. (20 marks)		
Level 3	<p>(6-8 marks) Answers in this level demonstrate a good depth of knowledge and understanding of the issues – eg access to legal services, social exclusion, discrimination and racism. In this wide question all valid and relevant material should be credited. The answer is supported by good reference to appropriate examples.</p>	<p>(6-8 marks) Answers in this level are characterised by detailed and explicit explanation and good evaluation and analysis of material that supports or opposes the view expressed in the question. 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>
Level 2	<p>(3-5 marks) Answers in this level demonstrate a reasonable understanding and knowledge of the issues. 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. 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>

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) Answers in this level demonstrate limited knowledge of the issues. 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. 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. Evidence is minimal, with points often being unconnected, and there is little attempt to address the task in hand.</p>

ASSESSMENT UNIT 1			
Question 3 (a)			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
3 (a)	Briefly examine how the Human Rights Act, 1998 has improved the rights of citizens. <i>(10 marks)</i>		
Level 3	<p>(3-4 marks) Answers in this level demonstrate a good depth of knowledge and understanding of the effect of the Human Rights Act 1998 (eg the incorporation of the European Convention on Human Rights into UK law; the requirement to interpret UK legislation in a way to make it compatible with the convention; the power to declare legislation incompatible with the Convention etc). The answer is supported by appropriate examples.</p>	<p>(3-4 marks) Answers in this level are characterised by detailed and explicit explanation and good evaluation and analysis of the provisions of the Human Rights Act 1998 and the effect it has had on UK law (eg greater access to the terms of the Convention, a de facto Bill of Rights). This may be balanced by discussion of the lack of entrenchment, failure to appoint a Commission, failure to deal with economic or social rights, etc. 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>
Level 2	<p>(2 marks) Answers in this level demonstrate a reasonable understanding and knowledge of the issues. 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. A conclusion may be offered, but it may not accurately reflect the evidence adduced in the answer.</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 1	<p>(1 mark) Answers in this level demonstrate limited knowledge of the issues. 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. 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. Evidence is minimal, with points often being unconnected, and there is little attempt to address the task in hand.</p>

ASSESSMENT UNIT 1			
Question 3 (b)			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
3 (b)	Assess the extent to which the modern state is based on active citizenship. <i>(20 marks)</i>		
Level 3	<p>(6-8 marks) Answers in this level demonstrate a good depth of knowledge and understanding of the concept of active citizenship and its role in the modern state. In this wide question candidates may be expected to draw on a range of material and it is not possible to be prescriptive as to the indicative content. All valid and relevant material should be credited. The answer is supported by appropriate examples.</p>	<p>(6-8 marks) Answers in this level are characterised by detailed and explicit explanation and good evaluation and analysis of the issues raised by the concept of active citizenship and its role in the modern state. Credit should be given for any reasonable discussion of relevant material. There is a balanced and informed assessment of the role of active citizenship. A reasoned conclusion based on evidence 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>
Level 2	<p>(3-5 marks) Answers in this level demonstrate a reasonable understanding and knowledge of the issues. The response will 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. A conclusion is reached, but it may not accurately reflect the evidence discussed 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>

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 1	<p>(1-2 marks) Answers in this level demonstrate limited knowledge of the issues. 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. 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. Evidence is minimal, with points often being unconnected, and there is little attempt to address the task in hand.</p>