



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2004

GCE

Social Science Citizenship

Unit SSC2

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 2			
Question 1 (a)			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
1 (a)	Explain what is meant by: (i) a referendum; (ii) turnout.		
		<i>(2 marks)</i>	<i>(2 marks)</i>
Level 2	<p>(3-4 marks) Answers in this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of both topics.</p> <p>A referendum means a vote on a single issue. This can be held at a local regional or national level. Turnout relates to the number or % of voters who actually vote against the total number eligible to vote.</p>		
Level 1	<p>(1-2 marks) Answers in this level demonstrate limited knowledge of the topics. Examples may be quoted but not fully integrated into the response. There is a partial account of both topics or a fuller account relating to only one topic.</p>		

ASSESSMENT UNIT 2			
Question 1 (b)			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
1 (b)	Briefly discuss whether or not introducing changes such as directly-elected Mayors would be likely to increase voters' interest in local government. <i>(10 marks)</i>		
Level 3	(3-4 marks) Answers in this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples of existing voter apathy. Knowledge is shown of the concept of directly-elected mayors and other changes in local government.	(3-4 marks) Answers in this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The response deals with the role of the Mayor/Cabinet compared with that of backbench councillors. The nature of voter apathy is discussed and reasons given. Clear evaluation regarding the likely impact upon voter interest.	(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 depth and/or breadth of knowledge and understanding of the topic. The response includes examples of how the new style councils work including examples of directly elected mayors.	(2 marks) Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. Understanding is shown is shown of the new style of working compared to past structures, and some comment made regarding the likely impact upon voter interest in local government.	

ASSESSMENT UNIT 2 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>(1-2 marks) Answers in this level demonstrate limited knowledge of the topic. 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 a limited analysis and evaluation of the question.</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 2			
Question 1 (c)			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
1 (c)	In some countries, citizens are required by law to vote in elections. Assess the arguments for and against making voting compulsory in the UK. <i>(16 marks)</i>		
Level 3	<p>(4-5 marks) Answers in this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. Knowledge shown of the current lack of voter interest and some of the ways voting has been made accessible. Points are made about some of the problems involved, ie registration, enforcement.</p>	<p>(5-7 marks) Answers in this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The cases for and against are presented. Issues like choice, liberty and democracy are discussed as well as the practical aspects of compulsion. The conclusion is based upon the evidence presented.</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>
Level 2	<p>(2-3 marks) Answers in this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. There is some attempt to raise a number of practical issues relating to making voting compulsory</p>	<p>(3-4 marks) Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question but the response lacks either a range or depth of understanding of the issues and may only cover one aspect of the question. Some attempt to draw conclusions from the evidence presented.</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 some reference to evidence, usually related and appropriate to the study of Citizenship.</p>

ASSESSMENT UNIT 2 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 topic. 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 a limited analysis and evaluation of the question.</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 2			
Question 2 (a)			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
2 (a)	Briefly explain why politicians might be concerned about the ways they are portrayed in the media. <i>(10 marks)</i>		
Level 3	(3-4 marks) Answers in this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. The response includes examples, eg of how a variety of media report politicians both negatively and positively.	(3-4 marks) Answers in this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The role of the media and its importance in public perception of politicians is outlined. Issues of image, credibility and electability are discussed.	(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 depth and/or breadth of knowledge and understanding of the topic. The response includes some examples of media coverage.	(2 marks) Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. The response tends to focus on only one aspect fully, ie image.	
Level 1	(1 mark) Answers in this level demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response.	(1 mark) Answers in this level are characterised by a partial explanation, and a limited analysis and evaluation of the question.	

ASSESSMENT UNIT 2			
Question 2 (b)			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
2 (b)	To what extent can it be argued that currently there are no ideological differences between the major parties? <i>(20 marks)</i>		
Level 3	(6-8 marks) Answers in this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. The response indicates understanding of the terms: Socialism/New Labour, Conservatism and Liberalism and their relationship to current political parties.	(6-8 marks) Answers in this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The issue of ideology and policy difference between the major parties is assessed and cross-referenced against contemporary issues. Clear conclusions are drawn regarding the assumption within the question.	(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.
Level 2	(3-5 marks) Answers in this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. Several general points are made about contemporary politics and at least two political parties.	(3-5 marks) Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. There is some attempt to address one or two ideological/policy similarities and/or differences.	(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 1	(1-2 marks) Answers in this level demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response.	(1-2 marks) Answers in this level are characterised by a partial explanation, and a 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 usage of a conceptual vocabulary. Evidence is minimal, with points often being unconnected, and there is little attempt to address the task in hand.

ASSESSMENT UNIT 2			
Question 3 (a)			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
3 (a)	Briefly examine the reasons why some pressure group campaigns are more successful than others. <i>(10 marks)</i>		
Level 3	(3-4 marks) Answers in this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. The response indicates contemporary knowledge of several types of pressure group campaigns, and uses the correct terminology, ie insider/outsider.	(3-4 marks) Answers in this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The response covers several types of pressure groups. Clear success criteria are given, ie issue, media support, financial backing, status, membership.	(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 depth and/or breadth of knowledge and understanding of the topic. A partial account of some differing pressure groups is given.	(2 marks) Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. The account covers a limited number of aspects of the question. A limited number of success criteria are analysed.	

ASSESSMENT UNIT 2 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 topic. 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 a limited analysis and evaluation of the question.</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 2			
Question 3 (b)			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
3 (b)	Assess the extent of the importance of Members of Parliament (MPs) in influencing national political decision making. <i>(20 marks)</i>		
Level 3	(6-8 marks) Answers in this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. The work of MPs is outlined and key legislature and influencing roles discussed.	(6-8 marks) Answers in this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The response evaluates the role of MPs as part of a Party system, as a part of parliament, ie legislation, committee structure, questioning.	(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.
Level 2	(3-5 marks) Answers in this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. The response outlines via examples the work, influence of MPs.	(3-5 marks) Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. The role of MPs is discussed. The examples are limited in nature.	(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.

ASSESSMENT UNIT 2 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 topic. 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 a limited analysis and evaluation of the question.</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>