

GCE 2004
June Series



Mark Scheme

Social Science: Citizenship *AS Unit 2: The Citizen and the Political Process (SSC2)*

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.

Further copies of this Mark Scheme are available from:

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CRITERIA FOR MARKING ADVANCED SUBSIDIARY SOCIAL SCIENCE: CITIZENSHIP

Introduction

The AQA’s revised Social Science: Citizenship specification has been designed to be objectives-led in that questions are set which address the assessment objectives published in the Board’s specification.

The schemes of marking reflect these objectives. The mark scheme which follows is of the *levels of response* type showing that candidates are expected to demonstrate their mastery of the skills required in the context of their knowledge and understanding of Citizenship. Mark schemes provide the necessary framework for examiners but they cannot cover all eventualities. All valid responses will be given credit. Candidates who appropriately refer to European and global dimensions of citizenship will also be given credit.

Consistency of marking is of the essence in all public examinations. It is therefore of vital importance that 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)			
1(a)	Explain what is meant by the following terms: (i) hereditary peers; <i>(2 marks)</i> (ii) the First Past The Post (FPTP) system. <i>(2 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 2	<p>(3 - 4 marks)</p> <p>Answers in this level will demonstrate a reasonable depth and/or breadth of knowledge and understanding of both topics.</p> <p>(i) Hereditary peers. Members of the House of Lords. Membership due to their forefathers being members i.e. they inherit the position/title.</p> <p>(ii) The First Past The Post system. Electoral/voting system used to elect MPs and most local councillors in the UK. Voters place a single/multiple cross on a ballot paper. The candidate with the most votes wins.</p>		
Level 1	<p>(1 - 2 marks)</p> <p>Answers in this level will demonstrate a limited knowledge of the topic. Examples may be quoted but not fully integrated into the response. Partial account of both topics or a fuller account relating to only one topic</p>		

ASSESSMENT UNIT 2 Question 1(b)			
1(b)	Briefly examine some of the advantages and disadvantages of citizens influencing the outcome of important issues by means of referendums. <i>(10 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	<p>(3 - 4 marks)</p> <p>Answers in this level will demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples of the use of referenda. Knowledge shown of the concept of referendums and their use to date and proposals for their future use.</p>	<p>(3 - 4 marks)</p> <p>Answers in this level will be characterised by detailed and explicit explanation and good analysis and evaluation of the question. The response will deal with both the advantages and disadvantages of the use of referendums. Terms like direct democracy v representative democracy may be used. Issues like the nature of the question and what is a majority may be mentioned. Clear evaluation regarding the likely impact upon the democratic process should be discussed.</p>	<p>(2 marks)</p> <p>Answers will be characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation.</p> <p>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 2	<p>(2 marks)</p> <p>Answers in this level will demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic.</p> <p>The response will include examples of referendums and how they operate. Some indication of their proposed future use.</p>	<p>(2 marks)</p> <p>Answers in this level will be characterised by a reasonable explanation, analysis and evaluation of the question. Understanding will be shown of the main arguments for and against their use i.e. greater citizen involvement or against complex issues: what is the role of MPs if there are an increasing number of referendums?</p>	

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 mark)</p> <p>Answers in this level will demonstrate a limited knowledge of the topic. Examples may be quoted but not fully integrated into the response.</p>	<p>(1 mark)</p> <p>Answers in this level will be characterised by a partial explanation, limited analysis and evaluation of the question.</p>	<p>(1 mark)</p> <p>Answers will be characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation.</p> <p>Although some arguments may be developed, there will be little or no usage of conceptual vocabulary. There will be minimal evidence with points often being unconnected with little attempt to address the task in hand.</p>

ASSESSMENT UNIT 2 Question 1(c)			
1(c)	Assess the arguments for and against lowering the voting age in local and parliamentary elections to 16. <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)</p> <p>Answers in this level will demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. Knowledge shown of the current law i.e. 18 to vote, 21 to stand for election. The last change from 21 to 18 took place in 1969. Mention may be made regarding recent voter apathy and the lack of interest by young people in the political process.</p>	<p>(5 - 7 marks)</p> <p>Answers in this level will be characterised by detailed and explicit explanation and good analysis and evaluation of the question. The case for and against will be presented. Issues like political maturity, dumbing down of issues, lack of political education v bringing democracy up to date, other rights granted to young people may be discussed. The conclusion will be based upon the evidence presented.</p>	<p>(4 marks)</p> <p>Answers will be characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation.</p> <p>Arguments will be logical and explicitly address the question. 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>(2 - 3 marks)</p> <p>Answers in this level will demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. Some attempt to raise a number of practical issues relating to lowering the voting age.</p>	<p>(3 - 4 marks)</p> <p>Answers in this level will be characterised by a reasonable explanation, analysis and evaluation of the question but the response will lack 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)</p> <p>Answers will be characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation.</p> <p>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>

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)</p> <p>Answers in this level will demonstrate a limited knowledge of the topic. Examples may be quoted but not fully integrated into the response.</p>	<p>(1 – 2 marks)</p> <p>Answers in this level will be characterised by a partial explanation, limited analysis and evaluation of the question.</p>	<p>(1 mark)</p> <p>Answers will be characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation.</p> <p>Although some arguments may be developed, there will be little or no usage of conceptual vocabulary.</p> <p>There will be minimal evidence with points often being unconnected with little attempt to address the task in hand.</p>

ASSESSMENT UNIT 2			
Question 2(a)			
2(a)	In recent years there has been a general decline in voter turnout and membership of political parties. Briefly explain why citizens should be concerned about a growth in political apathy. <i>(10 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	<p>(3 - 4 marks)</p> <p>Answers in this level will demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. The response will include examples of how voter turnout declined in 2001 and in local elections and the profile of political parties. Individual results/turnout may be mentioned as examples.</p>	<p>(3 - 4 marks)</p> <p>Answers in this level will be characterised by a detailed and explicit explanation and good analysis and evaluation of the question. The role of the voter in the electoral process will be outlined. The power of minority groups to distort the political landscape may be discussed. The ability of minority views to dominate political policy making. Issues relating to a society where the political class are divorced from the electorate may be discussed.</p>	<p>(2 marks)</p> <p>Answers will be characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation.</p> <p>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 2	<p>(2 marks)</p> <p>Answers in this level will demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic.</p> <p>The response will include several examples of low turnout.</p>	<p>(2 marks)</p> <p>Answers in this level will be characterised by a reasonable explanation, analysis and evaluation of the question. The response will tend to focus on only one aspect i.e. impact of low turnout.</p>	

ASSESSMENT UNIT 2 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)</p> <p>Answers in this level will demonstrate a limited knowledge of the topic. Examples may be quoted but not fully integrated into the response.</p>	<p>(1 mark)</p> <p>Answers in this level will be characterised by a partial explanation, limited analysis and evaluation of the question.</p>	<p>(1 mark)</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 conceptual vocabulary.</p> <p>There will be minimal evidence with points often being unconnected with little attempt to address the task in hand.</p>

ASSESSMENT UNIT 2 Question 2(b)			
2(b)	Referring to a campaign known to you, evaluate the role of the media in contributing to its success or failure. <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)</p> <p>Answers in this level will demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. The response will clearly outline the nature of the campaign that will be discussed. The forms of mass media involved in the campaign story will be clearly described.</p>	<p>(6 - 8 marks)</p> <p>Answers in this level will be characterised by detailed and explicit explanation and good analysis and evaluation of the question. The nature of the campaign and its use of the media will be clearly outlined. The nature of the success or failure of the role of the media will be clearly stated. Conclusions will be drawn based upon the evidence presented.</p>	<p>(3 - 4 marks)</p> <p>Answers will be characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation.</p> <p>Arguments will be logical and explicitly address the question. 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>(3 - 5 marks)</p> <p>Answers in this level will demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic.</p> <p>Several general points about the media and the campaign.</p>	<p>(3 - 5 marks)</p> <p>Answers in this level will be characterised by a reasonable explanation, analysis and evaluation of the question. Some attempt to address one or two points about the role of the media.</p>	<p>(2 marks)</p> <p>Answers will be characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation.</p> <p>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>

ASSESSMENT UNIT 2 Question 2(b) cont'd			
2(b)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 1	<p>(1 - 2 marks)</p> <p>Answers in this level will demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response.</p>	<p>(1 - 2 marks)</p> <p>Answers in this level will be characterised by a partial explanation, limited analysis and evaluation of the question.</p>	<p>(1 mark)</p> <p>Answers will be characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation.</p> <p>Although some arguments may be developed, there will be little or no usage of conceptual vocabulary. There will be minimal evidence with points often being unconnected with little attempt to address the task in hand.</p>

ASSESSMENT UNIT 2 Question 3(a)			
3(a)	Although responsible for providing important services costing millions of pounds, local councillors are mostly part-time and paid a small allowance. Briefly examine some of the arguments in favour of full-time, well-paid councillors. <i>(10 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	<p>(3 - 4 marks)</p> <p>Answers in this level will demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. The response may include the nature of a councillor's work and the current profile of the average councillor. Reference may be made to the end of voluntary, unpaid community work.</p>	<p>(3 - 4 marks)</p> <p>Answers in this level will be characterised by a detailed and explicit explanation and good analysis and evaluation of the question. The response may cover several aspects of a councillor's work, the impact full time councillors would have on the ability for some to participate. Points may include greater accountability, better political direction, more able councillors.</p>	<p>(2 marks)</p> <p>Answers will be characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation.</p> <p>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 2	<p>(2 marks)</p> <p>Answers in this level will demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic.</p> <p>Partial account of some differing activities within the community undertaken by councillors.</p>	<p>(2 marks)</p> <p>Answers in this level will be characterised by a reasonable explanation, analysis and evaluation of the question. The account will cover a limited number of aspects of the question. A limited number of points will be analysed.</p>	

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)</p> <p>Answers in this level will demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response.</p>	<p>(1 mark)</p> <p>Answers in this level will be characterised by a partial explanation, limited analysis and evaluation of the question.</p>	<p>(1 mark)</p> <p>Answers will be characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation.</p> <p>Although some arguments may be developed, there will be little or no usage of conceptual vocabulary.</p> <p>There will be minimal evidence with points often being unconnected with little attempt to address the task in hand.</p>

ASSESSMENT UNIT 2 Question 3(b)			
3(b)	Assess whether parliamentary or extra-parliamentary action is more effective in achieving political aims. <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)</p> <p>Answers in this level will demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. Both types of action will be described using examples.</p>	<p>(6 - 8 marks)</p> <p>Answers in this level will be characterised by a detailed and explicit explanation and good analysis and evaluation of the question. The response will cover both forms of action. The answer will develop via the political aims i.e. raise the profile or achieve a given goal. The nature of some forms of direct action may be mentioned e.g. mass protest. The conclusion will be based upon the evidence presented.</p>	<p>(3 - 4 marks)</p> <p>Answers will be characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation.</p> <p>Arguments will be logical and explicitly address the question. 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>(3 - 5 marks)</p> <p>Answers in this level will demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. Partial account of both forms of action.</p>	<p>(3 - 5 marks)</p> <p>Answers in this level will be characterised by a reasonable explanation, analysis and evaluation of the question. The nature of different examples of action will be discussed. The examples will be limited in nature.</p>	<p>(2 marks)</p> <p>Answers will be characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation.</p> <p>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>

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)</p> <p>Answers in this level will demonstrate a limited knowledge of the topic. Examples may be quoted but not fully integrated into the response. An account of only one form of action.</p>	<p>(1 - 2 marks)</p> <p>Answers in this level will be characterised by a partial explanation, limited analysis and evaluation of the question.</p>	<p>(1 mark)</p> <p>Answers will be characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation.</p> <p>Although some arguments may be developed, there will be little or no usage of conceptual vocabulary.</p> <p>There will be minimal evidence with points often being unconnected with little attempt to address the task in hand.</p>