

GCE 2005
January Series



Mark Scheme

Social Science: Citizenship

AS Unit 1: The Citizen and the State (SSC1)

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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CRITERIA FOR MARKING ADVANCED SUBSIDIARY SOCIAL SCIENCE: CITIZENSHIP

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)			
Question	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
1(a)	Briefly explain two ways in which “black defendants are treated differently from whites” (Source A) . <i>(4 marks)</i>		
Level 2	(3 – 4 marks) Answers in this level offer a reasonable explanation of two of the differences identified in the source (inappropriate charges; bail; a failure to recognise racial aggravation; dropping charges; reducing charges) and offer a reasonable explanation as to what these mean in terms of treating black defendants differently.		
Level 1	(1 – 2 marks) Answers in this level either offer a limited explanation of two of the differences or a reasonable explanation of one difference.		

ASSESSMENT UNIT 1			
Question 1(b)			
Question	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
1(b)	Briefly examine the sources of legal aid and advice available to citizens who are prosecuted for criminal offences. <i>(10 marks)</i>		
Level 3	(3 – 4 marks) Answers in this level demonstrate a good depth of knowledge and understanding of the sources and types of legal aid and their scope, e.g. Access to Justice Act 1999, the Criminal Defence Service; the role of the Legal Services Commission; direct state funding – Advice and Assistance, Advocacy assistance, and Representation; directly employed criminal defenders. It is likely that good references to appropriate examples are included.	(3 – 4 marks) Answers in this level are characterised by a detailed and explicit assessment, analysis and evaluation of the role and scope of legal aid and advice in criminal cases, e.g. the move away from means testing to an “interests of justice” test. The discussion is well balanced and a sound conclusion based on the evidence adduced is 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 provision of state funded aid and advice in criminal cases. 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 and scope of criminal legal aid and advice. 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 and scope of legal aid and advice in criminal cases. 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 and scope of criminal legal aid and advice. 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)			
Question	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
1(c)	“Institutionalised racism in the criminal justice system prevents citizens from being treated equally.” Assess this claim. <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 institutionalised racism affects the rights of individuals in the criminal justice system, e.g. in the refusal to grant bail; the attitude of the CPS to racially aggravated offences and its willingness to plea bargain; the problems of racism in the police post Lawrence. The answer is supported by good reference to appropriate examples.	(5 – 7 marks) Answers in this level are characterised by a detailed and explicit explanation and a good evaluation and analysis of the problems caused by institutionalised racism in the criminal justice system, e.g. loss of confidence in the system; the alienation of ethnic communities; the potential for the breakdown of law and order and society. A sound conclusion, based on the 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 problems 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 Communications
Level 1	<p>(1 mark) Answers in this level demonstrate limited knowledge of the problems 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)			
Question	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
2(a)	Using at least one example, briefly examine what is meant by ‘human rights’. <i>(10 marks)</i>		
Level 3	(3 – 4 marks) Answers in this level demonstrate a good depth of knowledge and understanding of the concept of human rights, e.g. in the international, European or UK context; legal rights and moral rights; constituents of human rights such as freedom or information, the European Convention on Human Rights. In this wide ranging question any appropriate answer is credited. The answer is supported by good reference to appropriate examples.	(3 – 4 marks) Answers in this level are characterised by a detailed and explicit explanation and good evaluation and analysis of the concept of human rights, e.g. in an international, European or British setting or with reference to the nature of human rights. There is a sound conclusion based on the evidence adduced.	(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 human rights. The response may be supported by examples.	(2 marks) Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the concept of human rights. A conclusion may be offered, but it may not accurately reflect all the evidence adduced in the answer.	

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 human rights. Examples may be cited, but not fully integrated into the response, which is likely to be vague and incomplete.</p>	<p>(1 mark) Answers in this level are characterised by a partial explanation and limited analysis and evaluation of the issues. There may be no conclusion, or a conclusion that is not based on the evidence discussed in the answer.</p>	<p>(1 mark) Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there is little or no usage of a conceptual vocabulary. There is minimal evidence, with points often being unconnected, and there is little attempt to address the task in hand.</p>

ASSESSMENT UNIT 1			
Question 2(b)			
Question	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
2(b)	Assess the view that welfare should be provided by the state rather than by the private or voluntary sectors. <i>(20 marks)</i>		
Level 3	(6 – 8 marks) Answers in this level demonstrate a good depth of knowledge and understanding of the issues, e.g. the role of the state; welfare as a “safety net”; the “hand up, not a hand out” aspect; the opportunities for citizens to play an active role in providing welfare, etc. All valid and relevant material will be credited. The answer will be supported by good reference to appropriate examples.	(6 – 8 marks) Answers in this level are characterised by a detailed and explicit explanation and good evaluation and analysis of arguments that, for example, support or oppose involvement of government; the ‘nanny’ state; the role of government in the 21 st century, etc. The discussion will be well balanced. There will be a sound conclusion based on the evidence adduced.	(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 understanding and knowledge of the issues. The response may be supported by examples.	(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.	(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 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. There is minimal evidence, with points often being unconnected, and there is little attempt to address the task in hand.</p>

ASSESSMENT UNIT 1			
Question 3(a)			
Question	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
3(a)	Briefly examine some of the ways in which citizens can take an active role in society. <i>(10 marks)</i>		
Level 3	<p>(3 – 4 marks) Answers in this level demonstrate a good depth of knowledge and understanding of the ways in which a citizen may take an active role in society, e.g. on a voluntary basis (such as being a school governor, etc.); as a duty (such as jury service); as part of a government scheme (such as Job-seekers' Allowance). Credit may be given for all relevant material. 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 concept of the role of the active citizen in relation to the examples selected, e.g. independence, responsibility, etc. In this wide question it is not possible to be prescriptive as to content and all evaluative comments are credited. 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)			
Question	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
3(b)	Assess the reasons why some people are greater consumers than others of state services. <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 citizens as consumers and users of state services, e.g. as patients in healthcare, recipients of state pensions, etc., and will examine the reasons why some people use state services more than others (e.g. large families, ill health, social deprivation, etc.). 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 is 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 citizens as unequal users of state services. In this broad question, credit is given for any reasonable discussion of relevant material. There is a balanced and informed assessment of the issues raised by the question. 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 is 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>