



## General Certificate of Education

# Social Science: Citizenship 5101

*SSC2 The Citizen and the Political Process*

## Mark Scheme

*2005 examination - June series*

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.

## **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.

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**ASSESSMENT MATRIX**

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 3</b>	<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 an 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.</p> <p>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>
<b>Level 2</b>	<p>Answers are characterised by a good knowledge of appropriate literature.</p> <p>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>
<b>Level 1</b>	<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>

## The Citizen and the Political Process SSC2

ASSESSMENT UNIT 2 Question 1(a)			
<b>1(a)</b>	Using the sources, briefly outline <b>two</b> ways in which the representation of women in the Scottish Parliament differs from that in the House of Commons. <span style="float: right;"><i>(4 marks)</i></span>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 2</b>	<p><i>(3 – 4 marks)</i>  <b>Answers in this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of both sources.</b></p> <p><b>The response identifies two differences, eg the overall % of females elected, variations between the parties and the equality of committee chairs.</b></p>		
<b>Level 1</b>	<p><i>(1 – 2 marks)</i>                      Answers in this level demonstrate limited knowledge of the topic. Only one complete or two partial differences are identified.</p>		

<b>ASSESSMENT UNIT 2</b> <b>Question 1(b)</b>			
<b>1(b)</b>	Briefly examine some of the ways in which political parties could try to ensure that there is a more equal gender balance in politics. <i>(10 marks)</i>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(3 – 4 marks)</b> 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 gender imbalance within political representation. A number of points are outlined as to how political parties could improve or are improving the balance. The issues of role models may be discussed. Examples may be quoted of attempts like Emily's Lists to overcome the problem and the use currently of single sex lists under the new legislation.</p>	<p><b>(3 – 4 marks)</b> Answers in this level are characterised by a detailed and explicit explanation and a good analysis and evaluation of the question. The issue of gender imbalance is assessed and the ways in which the political parties could attempt, or are attempting, to overcome the issue. The response deals with a range of issues, eg internal workings of the political parties in their selection procedures, the nature of party electorates which select candidates and long standing misconceptions about women and politics. The response attempts to assess the actions political parties could undertake to improve gender balance.</p>	<p><b>(2 marks)</b> Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation.</p>
<b>Level 2</b>	<p><b>(2 marks)</b> Answers in this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. Some attempt to identify a limited number of ways in which political parties could improve the situation.</p>	<p><b>(2 marks)</b> 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>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>

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

<b>ASSESSMENT UNIT 2</b>			
<b>Question 1(c)</b>			
<b>1(c)</b>	Assess whether it is important that those elected at all levels of government are representative of the various groups that make up contemporary society. <span style="float: right;"><i>(16 marks)</i></span>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(4 – 5 marks)</b> Answers in this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples of the nature of representation of a range of various groups, eg gender, age, class, occupation, ethnic groups within a range of different levels of government.</p>	<p><b>(5 – 7 marks)</b> Answers in this level are characterised by a detailed and explicit explanation and a good analysis and evaluation of the question. The response deals with the multi-layered structure of contemporary UK society and points out the unrepresentative nature of those elected to the various levels of government. The response explains why it is important to have balanced representation. Points made may relate to political involvement, voter apathy, appropriate policies, fairness and justice.</p>	<p><b>(4 marks)</b> 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>
<b>Level 2</b>	<p><b>(2 – 3 marks)</b> Answers in this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. The response includes some examples of representation of different groups within the community at some levels of government.</p>	<p><b>(3 – 4 marks)</b> Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. Understanding is shown of the composition of some different levels of government. Some attempt to evaluate the importance of having a more representative composition to those elected to office.</p>	<p><b>(2 – 3 marks)</b> 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>

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



<b>ASSESSMENT UNIT 2</b> <b>Question 2(a)</b>			
<b>2(a)</b>	Briefly examine the case for <b>or</b> against devolving power to the nations and regions of the United Kingdom. <i>(10 marks)</i>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(3 – 4 marks)</b> Answers in this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. The current proposals for English devolution are outlined. The response includes some examples of devolution already operating within the UK. London and the GLA may be mentioned as an existing form of English devolution. The term devolution is clearly explained and/or understood.</p>	<p><b>(3 – 4 marks)</b> Answers in this level are characterised by a detailed and explicit explanation and a good analysis and evaluation of the question. A clear case is made for and against devolution.</p> <p>For: Gives national identity; local decision making; in the English context, London already has devolution, and the rest of the UK can if they wish; greater local decision making; closer public accountability; role within the EU regional structure.</p> <p>Against: Too much government; cost; no public demand; not real devolution as power is still at the centre. Conclusions are based upon the evidence presented.</p>	<p><b>(2 marks)</b> Answers are 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, are developed with some reference to evidence, usually related and appropriate to the study of Citizenship.</p>
<b>Level 2</b>	<p><b>(2 marks)</b> Answers in this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic.</p> <p>The response includes some examples of different forms of devolution.</p>	<p><b>(2 marks)</b> Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. The response tends to be imbalanced and partial in its approach.</p>	

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

<b>ASSESSMENT UNIT 2</b> <b>Question 2(b)</b>			
<b>2(b)</b>	‘Mass media coverage can make or break a campaign.’ Assess this statement with reference to any campaign designed to influence political decision making. <i>(20 marks)</i>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(6 – 8 marks)</b> 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 indicates detailed knowledge of a specific campaign and gives clear examples of the activity of the media in relation to the campaign.</p>	<p><b>(6 – 8 marks)</b> Answers in this level are characterised by a detailed and explicit explanation and a good analysis and evaluation of the question. The response critically evaluates the role of the media in relation to the campaign outlined. The media may have had either a positive or negative role. Different forms of the media could have had differing roles. The use of new forms of media campaigning may be mentioned, eg the internet. The conclusion is based upon the evidence presented.</p>	<p><b>(3 – 4 marks)</b> 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>
<b>Level 2</b>	<p><b>(3 – 5 marks)</b> Answers in this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. The response includes an outline of a campaign and some knowledge of media activity.</p>	<p><b>(3 – 5 marks)</b> Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. The role of the media is discussed. The examples are limited in nature. Some attempt to link the outcome of the campaign to the role of the media.</p>	<p><b>(2 marks)</b> 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>

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

<b>ASSESSMENT UNIT 2</b>			
<b>Question 3(a)</b>			
<b>3(a)</b>	Briefly explain some of the ways politicians and political parties can use the internet to encourage political participation. <i>(10 marks)</i>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<b>(3 – 4 marks)</b> 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 some examples of how politicians and political parties use the internet, eg to promote views, to allow for interaction with members and supporters.	<b>(3 – 4 marks)</b> Answers in this level are characterised by a detailed and explicit explanation and a good analysis and evaluation of the potential of the internet. The focus is clearly on political participation.	<b>(2 marks)</b> 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.
<b>Level 2</b>	<b>(2 marks)</b> Answers in this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic.  The response includes some examples of different uses of the internet.	<b>(2 marks)</b> Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. The response tends to be imbalanced and/or partial in its approach.	
<b>Level 1</b>	<b>(1 mark)</b> Answers in this level demonstrate limited knowledge of the topic.  Examples may be quoted but not fully integrated into the response.	<b>(1 mark)</b> Answers in this level are characterised by a partial explanation, limited analysis and evaluation of the question.	<b>(1 mark)</b> 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 conceptual vocabulary.  There is minimal evidence, with points often being unconnected, and little attempt to address the task in hand.

<b>ASSESSMENT UNIT 2</b>			
<b>Question 3(b)</b>			
<b>3(b)</b>	Assess the extent to which the ideologies of conservatism, liberalism and socialism are important in contemporary British politics. <span style="float: right;"><i>(20 marks)</i></span>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(6 – 8 marks)</b> Answers in this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic. The historic nature of the ideologies is outlined. Conservatism traditionally based upon paternalism and moderate intervention by the state; classical Liberalism based upon limited government and lack of government interference; Socialism based upon the paramount role of the state in the ordering of all aspects of society. There are appropriate examples of changes to these ideologies in the 20<sup>th</sup>/21<sup>st</sup> century, eg New Right, Social Liberalism and New Labour.</p>	<p><b>(6 – 8 marks)</b> Answers in this level are characterised by a detailed and explicit assessment of the impact that ideology has on contemporary British politics. Terms like the New Right and New Labour may be used. The discussion is likely to focus on political issues and terms like consensus may be used. Mention may be made of other ideologies, ie environmentalism. A case may be made regarding ideological free politics and that society and politics have moved on from the 19<sup>th</sup> century ideas.</p>	<p><b>(3 – 4 marks)</b> 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>

<b>ASSESSMENT UNIT 2</b>			
<b>Question 3(b) cont'd</b>			
<b>3(b)</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 2</b>	<p><b>(3 – 5 marks)</b> Answers in this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic.</p> <p>The response outlines some examples of how one or two of the ideologies have viewed the role of the state in relation to the citizen and some changes.</p>	<p><b>(3 – 5 marks)</b> Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. The role of ideology in the 21<sup>st</sup> century will be outlined in very general terms. There will be some limited attempt to assess the impact of ideology.</p>	<p><b>(2 marks)</b> Answers are 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, are developed with some reference to evidence, usually related and appropriate to the study of Citizenship.</p>
<b>Level 1</b>	<p><b>(1 – 2 marks)</b> Answers in this level demonstrate a limited knowledge of the topic. Examples may be quoted but not fully integrated into the response.</p>	<p><b>(1 – 2 marks)</b> Answers in this level are characterised by a partial explanation, limited analysis and evaluation of the question.</p>	<p><b>(1 mark)</b> Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation.</p> <p>Although some arguments may be developed, there is little or no usage of conceptual vocabulary.</p> <p>There is minimal evidence, with points often being unconnected, and little attempt to address the task in hand.</p>