



General Certificate of Education

Social Science: Citizenship 5101

SSC1 The Citizen and the State

Mark Scheme

2006 examination –January 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.

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.</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>
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)			
1(a)	Explain what is meant by <i>non-discriminatory and inclusive</i> . <i>(4 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 2	<p>(3–4 marks) Answers in this band accurately explain that the phrase ‘non-discriminatory and inclusive’ indicates a provision of services to all who need them and does not discriminate, ie refuse services to anyone on any basis at all (eg age, race, sex, cultural alignment etc). ‘Inclusivity’ indicates that all who need services receive them on the basis of need.</p>		
Level 1	<p>(1–2 marks) Answers in this band <i>either</i> accurately explain one of the issues <i>or</i> explain more than one issue but in a vague and/or inaccurate manner.</p>		

ASSESSMENT UNIT 1			
Question 1(b)			
1(b)	Briefly explain the role of the State in the provision of any area of welfare that you have studied. <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) Answers in this band demonstrate a good depth of knowledge and understanding of the role of the state in the provision of whatever area of welfare the candidate elects to use. Examples might include the NHS, education, housing, etc. In this wide ranging question it is not possible to be prescriptive, and all meritorious content will be given credit. At this level, candidates demonstrate an accurate and precise knowledge of how the State discharges its obligations to beneficiaries. It is likely that there are good references to appropriate examples.</p>	<p>(3-4 marks) Answers in this band are characterised by a detailed and explicit assessment, analysis and evaluation of the role and scope of the State in providing welfare within the area selected. The discussion is well balanced and a sound conclusion, based on the evidence adduced in the answer, is advanced.</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 band demonstrate a reasonable understanding and knowledge of the relevant provision. The response may be supported by examples.</p>	<p>(2 marks) Answers in this band are characterised by a reasonable assessment, analysis and evaluation of the role and scope of the relevant provision. A conclusion may be reached, but it may not accurately reflect all the evidence adduced.</p>	

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 band demonstrate limited knowledge of the role of the State in providing benefits in the selected area. Examples may be quoted, but not fully integrated into the response.</p>	<p>(1 mark) Answers in this band are characterised by a partial assessment and limited analysis and evaluation of the role and scope of the relevant provision. 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, resulting in little attempt to address the question.</p>

ASSESSMENT UNIT 1 Question 1(c)			
1(c)	Assess the role of the active citizen in the provision of welfare. <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) Answers in this band demonstrate a good depth of knowledge and understanding of how and/or to what extent (if at all) the active citizen can influence the provision of welfare. Candidates may approach this question in a number of ways so that it is not possible or desirable to be prescriptive and all meritorious material will be given credit. Candidates may examine the role of the voluntary sector and charitable organizations or focus on ‘welfare’ work by individuals and make use of the source material. The answer is probably supported by good reference to appropriate examples.</p>	<p>(5–7 marks) Answers in this band are characterised by detailed and explicit explanation and good evaluation and analysis of whether or not, or to what extent, being an active citizen can be involved in the provision of welfare, eg the role of charitable organizations or individual ‘good works’. Answers in this band are probably illustrated by sound and appropriate examples. A sound conclusion, based on evidence adduced in the answer, is advanced.</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>

ASSESSMENT UNIT 1 Question 1(c) cont'd			
1(c)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 2	<p>(2–3 marks) Answers in this band demonstrate a reasonable understanding and knowledge of the problems and issues. The response may be supported by examples.</p>	<p>(3–4 marks) Answers in this band 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.</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, will be developed with some reference to evidence usually related and appropriate to the study of Citizenship.</p>
Level 1	<p>(1 mark) Answers in this band 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 band 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, with little attempt to address the task in hand.</p>

ASSESSMENT UNIT 1			
Question 2(a)			
2(a)	Briefly explain two ways a citizen, without the means to pay for them, can obtain legal advice and representation in a dispute with a neighbour. <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) Answers in this band demonstrate a good depth of knowledge and understanding of the availability of funding for both advice and representation in civil actions. Answers at this level should refer to: the Access to Justice Act 1999; the Community Legal Service; the Community Legal Service Fund; Legal Help; Legal Representation; and Help at Court. Reference should also be made to Conditional Fee Agreements, the CAB and Law Centres. It is not necessary to refer to all of these for full marks. The answer is supported by good reference to appropriate examples. If the candidate deals with the dispute with a neighbour from a criminal point of view then allow reference to Legal Aid.</p>	<p>(3–4 marks) Answers in this band are characterised by detailed and explicit explanation and good evaluation and analysis of the methods of funding legal advice and/or representation in civil matters. There may be a discussion of the practical and or ethical problems involved. Any relevant and coherent discussion on these issues should be 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	(2 marks) Answers in this band demonstrate a reasonable understanding and knowledge of the issues. The response may be supported by examples.	(2 marks) Answers in this band 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.	
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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 band demonstrate limited knowledge of the methods of funding advice and/or representation in civil matters. 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 band 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, resulting in little attempt to address the question.</p>

ASSESSMENT UNIT 1			
Question 2(b)			
2(b)	‘The Human Rights Act 1998 has failed to improve access to basic human rights.’ Assess this view. <i>(20 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	(6–8 marks) Answers in this band demonstrate a good depth of knowledge and understanding of the issues, eg the incorporation of the European Convention on Human Rights in UK law; the lack of entrenchment; the powers of the court in relation to legislation that is in breach of the ECHR; the obligation to interpret statutes to ensure compliance with the ECHR wherever possible; the suspension of some aspects of HR legislation after 9/11. (Not all of these need be mentioned to obtain full marks.) In this wide question all valid and relevant material should be credited. The answer is probably supported by good reference to appropriate examples.	(6–8 marks) Answers in this band are characterised by detailed and explicit explanation and good evaluation and analysis of the scope of the Human Rights Act 1998. There are probably references to the fact that it did not create a written constitution; that it cannot be entrenched; that judges still cannot declare a statute void because it is in breach of the ECHR, but not all of these need to be considered for full marks. The discussion is well balanced. There is 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.

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 2	(3–5 marks) Answers in this band demonstrate a reasonable understanding and knowledge of the issues. The response may be supported by examples.	(3–5 marks) Answers in this band 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.
Level 1	(1–2 marks) Answers in this band demonstrate limited knowledge of the issues. Examples may be quoted, but not fully integrated into the response.	(1–2 marks) Answers in this band 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.	(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 with little attempt to address the question.

ASSESSMENT UNIT 1			
Question 3(a)			
3(a)	Briefly explain two ways in which a citizen can play an active role in the criminal justice system. <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) Answers in this band demonstrate a good depth of knowledge and understanding of how a citizen can be called for jury service or serve as a lay magistrate. There is a brief examination of the role of each, eg jury service as a duty for which one is summoned; the purpose and function of a jury in deciding guilt or innocence in the Crown Court; lay magistrates as volunteers who are trained to sit as judges in summary cases. Candidates who refer to witnesses, etc should be given appropriate credit. Credit should be given for all relevant material. The answer is supported by good reference to appropriate examples.</p>	<p>(3–4 marks) Answers in this band are characterised by detailed and explicit explanation and good evaluation and analysis of <i>inter alia</i> the role of lay magistrates and jurors, the concept of lay involvement in the criminal justice system, the appropriateness of lay participation, etc. Appropriate credit should be given to candidates who discuss the role of other lay people in the criminal justice system. The arguments developed are rational and balanced. All relevant evaluative comments should be credited.</p> <p>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 band demonstrate a reasonable understanding and knowledge of the issues. The response is probably supported by examples.</p>	<p>(2 marks) Answers in this band 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 band demonstrate limited knowledge of the issues. Examples may be quoted, but not fully integrated into the response, which is likely to be vague and incomplete.</p>	<p>(1 mark) Answers in this band 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, resulting in little attempt to address the question.</p>

ASSESSMENT UNIT 1			
Question 3(b)			
3(b)	‘There is little genuine freedom of information in the UK.’ Assess this view. <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) Answers in this band demonstrate a good depth of knowledge and understanding of the rights of an individual to information held about him/her – there is likely to be reference to the Freedom of Information Act 2000 and the Data Protection Acts 1984 and 1998. Candidates may draw on a range of material and it is not possible to be prescriptive as to the indicative content. Some answers may take particular examples in detail while others may deal more generally with the topic as a whole. All valid and relevant material should be credited. The answer is supported by appropriate examples.</p>	<p>(6–8 marks) Answers in this band are characterised by detailed and explicit explanation and good evaluation and analysis of the extent to which there is (or is not) a right to freedom of information. This may take various forms, eg some answers may analyse particular situations where freedom of information does or does not exist, while others may deal more conceptually with the issue. Credit should be given for any relevant discussion. There is a balanced and informed assessment of the extent to which freedom of information exists. There may be comparisons with other countries, but this is not necessary for full marks.</p> <p>A reasoned conclusion based on the evidence adduced in the answer 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>

ASSESSMENT UNIT 1			
Question 3(b) cont'd			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 2	<p>(3–5 marks) Answers in this band demonstrate a reasonable understanding and knowledge of the issues. The response is probably supported by examples.</p>	<p>(3–5 marks) Answers in this band 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>
Level 1	<p>(1–2 marks) Answers in this band 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 band 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, resulting in little attempt to address the question.</p>