



General Certificate of Education

Social Science: Citizenship 5101

SSC1 The Citizen and the State

Mark Scheme

2006 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

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)	Briefly outline two qualifications required for jury service. <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 qualification for jury service (Under the Juries Act 1974 s. 1(a) and (b) as amended by the Criminal Justice Act 1988) is that a person must be: -</p> <ul style="list-style-type: none"> (a) aged between 18 and 70; <i>and</i> (b) registered as a parliamentary or local government elector; <i>and</i> (c) have been ordinarily resident in the UK, the Channel Islands or the Isle of Man for at least five years since the age of 13. <p>Under the Criminal Justice Act 1988 persons over the age of 65 may claim excusal as of right. Neither this point nor explicit reference to statutory provisions is necessary for full marks.</p>		
Level 1	<p>(1–2 marks) Answers in this band <i>either</i> accurately explain one of the qualifications <i>or</i> explain both but in a vague and/or inaccurate manner.</p>		

ASSESSMENT UNIT 1			
Question 1(b)			
1(b)	Briefly explain the role of the jury in a criminal trial. <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 jury by explaining that: (i) the jury is the sole judge of fact in a criminal trial; (ii) it listens to all the evidence from both sides, to the judge’s summing up of the evidence and to his or her directions on the law; <i>and</i> (iii) it decides whether the accused is guilty or not guilty. It is likely that there is good reference 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 of the jury and its function in a criminal trial. The discussion is well balanced and a sound conclusion based on the evidence adduced 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 role of the jury. 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 jury. 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	(1 mark) Answers in this band demonstrate limited knowledge of the role of the jury. Examples may be quoted, but not fully integrated into the response.	(1 mark) Answers in this band are characterised by a partial assessment and limited analysis and evaluation of the role of the jury. There may be no conclusion, or one, which does not reflect the evidence, adduced.	(1 mark) Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there is little or no usage of a conceptual vocabulary. Evidence is minimal, with points often being unconnected, and there is little attempt to address the task in hand.

ASSESSMENT UNIT 1			
Question 1(c)			
1(c)	Assess the opportunities available to citizens to participate actively in the legal process. (16 marks)		
	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) jury service <i>and</i> serving as a lay magistrate provide an opportunity for active participation in the legal system - <i>eg</i> candidates <i>may</i> consider: the democratic aspects of jury service; the fact that one does not elect to serve on a jury but is required by law to do so; the voluntary nature of service as a lay magistrate; the citizen's involvement in the decision making process as a juror and as a magistrate. All meritorious material will be given credit. Candidates who discuss other ways of participating in the legal process may receive some credit. Service as a police officer will not be accepted as active participation in the legal process. The answer will probably be 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 the ways in which jury service and service as a lay magistrate provide an opportunity for active participation in the legal process – <i>eg</i> candidates may discuss the advantages of involving citizens in the criminal process and the different demands made of lay magistrates (conducting trials, sentencing, etc) and jurors (deciding only issues of guilt or innocence) the checks these roles place on the professional judiciary; the desirability or otherwise of involving society in the decision making process, etc. 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>(3–4 marks) Answers in this band demonstrate a reasonable understanding and knowledge of the problems and issues. Candidates who did not refer to both jury service and lay magistrates are probably given marks in this band. 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, are developed with some reference to evidence usually related and appropriate to the study of Citizenship.</p>
Level 1	<p>(12 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, using examples, two ways in which citizens can be consumers of state services. (10 marks)		
	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 ways in which citizens may use state services, eg: as patients of the NHS; as pupils at school; as clients at a job centre; by using the community legal service, etc (this list is not exhaustive). Any appropriate examples are credited. The answer must be 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 the use of state services: candidates may consider how the services are used and comment on the value or otherwise of the services, but this is not necessary for full marks. Any relevant and coherent discussion on these issues is 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 band demonstrate a reasonable understanding and knowledge of how citizens can use state services. The response may be supported by examples.</p>	<p>(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.</p>	

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 how citizens can use state services.</p> <p>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.</p> <p>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(b)			
2(b)	‘A citizen’s rights and duties are not static: they are always changing.’ Assess this view. (20 marks)		
	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 nature of rights and duties. In this wide question it is neither possible nor desirable to be prescriptive as to content and all valid and relevant material will be credited. Candidates may wish to investigate the complimentary/contradictory nature of rights and duties; the inter-relationship between them; the way in which law is always being developed and so making changes to the rights and obligations of individuals and the State. None of these examples need to be investigated for full marks. The answer is probably supported by good reference to 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 nature of rights and duties. All valid and relevant discussion is credited. Candidates may approach the issues in a number of ways, <i>eg</i> a Hohfeldian analysis of rights and duties or a more practical consideration of particular examples of change. They are likely to consider the relationship between rights and duties as different sides of the same coin. The discussion is well balanced. There is a sound conclusion based on the evidence adduced.</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 2(b) cont'd			
2(b)	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.</p> <p>The response may be supported by examples.</p>	<p>(3–5 marks) Answers in this band are characterised by a reasonable explanation, analysis and evaluation of the issues.</p> <p>A conclusion may be offered, but it may not accurately reflect all the evidence adduced 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.</p> <p>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.</p> <p>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 3(a)			
3(a)	Briefly examine, using examples, two ways in which civil liberties are protected in the UK. (10 marks)		
	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 civil liberties are protected by: (1) freedom of information; and (2) the European Convention on Human Rights. In respect of (1) candidates are likely to refer to the Official Secrets Act 1989; the Code of Practice on Access to Government Information (1994); the Freedom of Information Act 2000 and the delays in bringing this into force. Candidates may explain <i>inter alia</i> the desirability of openness, the need to understand what information is held on individuals, the practical problems about access to information. In respect of (2) candidates may refer to the Human Rights Act 1998 and explain how (if at all) it has increased access to the courts and to ways of enforcing rights under the ECHR, the role of the courts in interpreting statutes, the powers of the courts when a statute is found to be in contravention of the ECHR. Not all of these are necessary for full marks. Credit is given for all relevant material. The answer is supported by appropriate examples.</p>	<p>(3–4 marks) Answers in this band are characterised by detailed and explicit explanation and good evaluation and analysis of the ways in which both freedom of information and access to human rights have influenced the development civil liberties in the UK. Answers in this band strike a good balance between both methods of protection. Candidates may discuss the residual nature of human rights in the UK (and may compare this to the concept of civil rights in – for example – the USA). The arguments developed are rational and balanced.</p> <p>All relevant evaluative comments will 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>

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 2	<p>(2 marks) Answers in this band demonstrate a reasonable understanding and knowledge of the issues.</p> <p>Answers which deal with only one method of protecting civil liberties are not able to achieve marks for a higher mark band than level two.</p> <p>The response is 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 might not accurately reflect the evidence adduced in the answer.</p>	
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.</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)	‘It should not be the responsibility of the State to provide for even the basic welfare needs of its citizens.’ 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 how different ideologies and definitions of citizenship have different views of the role and obligation of the State in terms of the welfare of its citizens. Candidates may compare centre-left and right wing views of the role of the State. Alternatively, they may examine different approaches in relation to a specific area of welfare. In this wide question, candidates may 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 band are characterised by detailed and explicit explanation and good evaluation and analysis of the issues raised by the debate about the size and role of government and the part it should play in the lives of citizens. This may take various forms and credit will be given for discussion of any relevant material.</p> <p>There is a balanced and informed assessment of the proper role of the State in supporting the needs of citizens.</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>
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>

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 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. There is minimal evidence with points often being unconnected with little attempt to address the task in hand.</p>