



General Certificate of Education

Social Science: Citizenship 5101

**SSC2 The Citizen and the Political
Process**

Mark Scheme

2007 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.

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CRITERIA FOR MARKING ADVANCED SUBSIDIARY

SOCIAL SCIENCE: CITIZENSHIP

SSC2 The Citizen and the Political Process

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 AQA'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 are given credit. Candidates who appropriately refer to European and global dimensions of citizenship will also be given credit.

Consistency of marking is of the essence in all public examinations. It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other options.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the general principles of the mark scheme as contained in the Assessment Matrix.

Using a levels of response mark scheme

Good examining is about the application of judgement. Mark schemes provide a framework within which examiners exercise their judgement. This is especially so in subjects like Citizenship which in part rely upon analyses, evaluation, arguments and explanations. One of the main difficulties confronting examiners is what precise mark should be given within a level. In making a decision about a specific mark to award, it is vitally important to think first of the mid-range within the level, where that level covers more than two marks. Comparison with other candidates' responses to the same question might then suggest that such an award would be unduly generous or severe.

In making decisions away from the middle of the level, examiners should ask themselves questions relating to candidate attainment, including the quality of language. The more positive the answers, the higher should be the mark awarded. We want to avoid "bunching" of marks. Levels mark schemes can produce regression to the mean, which should be avoided. A candidate's script should be considered by asking "Is it:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced or markedly better in some areas than others?
- generally coherent in expression and cogent in development (as appropriate to the level awarded)?
- well presented as to general quality of language?"

The overall aim is to mark positively, giving credit for what candidates know, understand and can do.

ASSESSMENT MATRIX

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Level 3	<p>Answers are characterised by a thorough and wide ranging knowledge of appropriate literature. An excellent depth and breadth of relevant evidence.</p> <p>An excellent understanding of relevant theories, terms, concepts and evidence is displayed. A full awareness of contemporary debates and issues is in evidence.</p>	<p>Answers are characterised by explicit and detailed evaluation of relevant theories, terms, concepts and/or evidence. Problems are fully and explicitly addressed and decisions are fully and appropriately justified.</p>	<p>Answers are characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation. Arguments are logical and explicitly address the question. Arguments are developed with reference to evidence in fluent and lucid English, with a wide conceptual vocabulary appropriate to the study of Citizenship.</p>
Level 2	<p>Answers are characterised by a good knowledge of appropriate literature. Some relevant evidence in reasonable depth and breadth. A good understanding of relevant theories, terms, concepts and evidence is displayed.</p> <p>A reasonable awareness of contemporary debates and issues is in evidence.</p>	<p>Answers are characterised by some evaluation of relevant theories, terms, concepts and/or evidence although this may be implicit at times. Problems are partially addressed and decisions tend towards implicit justification.</p>	<p>Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence, usually related and appropriate to the study of Citizenship.</p>
Level 1	<p>Answers are characterised by either a very simple understanding of relevant theories, concepts and evidence and/or common-sense anecdotal assertions. Another characteristic of this level is the lack of knowledge of appropriate literature. Minimal relevant evidence, lacking in appropriate depth and breadth, is also consistent with this level. Answers are also characterised by a lack of awareness of contemporary debates and issues.</p>	<p>Answers are characterised by a simplistic evaluation of relevant theories, terms, concepts and/or evidence. Problems are either not, or only implicitly, addressed and decisions, if any, tend to be justified in 'of course' terms.</p>	<p>Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there is little or no usage of a conceptual vocabulary. Evidence is minimal, with points often being unconnected, and there is little attempt to address the task in hand.</p>

ASSESSMENT UNIT 2 Question 1(a)			
1(a)	Identify from the extract how the employment background of Conservative and Labour councillors differ. <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 level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the data. The response identifies the clear differences between the two parties ie Conservatives higher levels in managerial, whilst Labour have a higher percentage representation in all other groups. The narrowest differences relate to professional and admin.</p>		
Level 1	<p>(1–2 marks) Answers in this level demonstrate limited knowledge of the topic. Only one correct difference is commented upon.</p>		

ASSESSMENT UNIT 2 Question 1(b)			
1(b)	Examine the claim that the social background of councillors makes them unrepresentative of the electorate. <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 level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples of the background of councillors as against the general electorate. The response draws heavily in the material in Source A using all three types of data. Other information may also be included.</p>	<p>(3–4 marks) Answers in this level are characterised by a detailed and explicit explanation and good analysis and evaluation of the question. The response explains the term ‘representative’. The data and other evidence is used to support the points being made. The assumption that councillors must be representative of the electorate may be challenged.</p>	<p>(2 marks) Answers are characterised by reasonably good grammar and expression. There may be 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 depth and/or breadth of knowledge and understanding of the topic. The response includes some examples of councillors and relates this partially to some aspects of the general electorate. The response incorporates elements from Source A.</p>	<p>(2 marks) Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. Understanding is shown of the term ‘representative’. There is a limited attempt or no attempt to challenge the assumption of the question.</p>	

ASSESSMENT UNIT 2 Question 1(b) cont'd			
1(b)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 1	<p>(1 mark) Answers in this level demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response. The response tends to be source related.</p>	<p>(1 mark) Answers in this level are characterised by a partial explanation, limited analysis and evaluation of the question.</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 conceptual vocabulary. There is minimal evidence, with points often being unconnected, and with little attempt to address the task in hand.</p>

ASSESSMENT UNIT 2 Question 1(c)			
1(c)	‘It is it important for democracy and accountability that we retain elected local government.’ Assess this claim. (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 level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. Knowledge shown of the current lack of interest in local government ie voting, standing for election, local referendums. Examples are quoted of locally provided services.</p>	<p>(5–7 marks) Answers in this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The concepts of democracy and accountability are explained in relation to local government. A clear case is made for the retention of a local government structure and locally delivered services. Mention may be made of other tiers of government. The conclusion is based upon the evidence presented.</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>
Level 2	<p>(2–3 marks) Answers in this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. A few examples of local services quoted and possible mention of local government apathy via poor election turnout.</p>	<p>(3–4 marks) 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 concepts involved. Examples used and issues raised may only cover one aspect of the question. There is some attempt to draw conclusions from the evidence presented about the future of local government.</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>

ASSESSMENT UNIT 2 Question 1(c) cont'd			
1(c)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 1	<p>(1 mark) Answers in this level demonstrate limited knowledge of the topic. 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, limited analysis and evaluation of the question.</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 conceptual vocabulary. There is minimal evidence, with points often being unconnected, and little attempt to address the task in hand.</p>

ASSESSMENT UNIT 2 Question 2(a)			
2(a)	Briefly explain why citizens should be concerned about voter apathy. (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 level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples of voter apathy in recent general elections. The response includes examples of voter turnout in other elections ie local, devolved assemblies/parliaments and European.</p>	<p>(3–4 marks) Answers in this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The response outlines several concerns citizens should have regarding low voter turnout eg voter disenchantment with the political process, the distance between political parties and their views and the wishes of the electorate, the growth of extreme parties based upon small core votes. The conclusion is based upon the evidence presented.</p>	<p>(2 marks) Answers are characterised by reasonably good grammar and expression. There may be 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 depth and/or breadth of knowledge and understanding of the topic. The response includes some examples of varying turnout in elections.</p>	<p>(2 marks) Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. The response tends to focus on one or two issues relating to voter apathy.</p>	

ASSESSMENT UNIT 2			
Question 2(a) cont'd			
2(a)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 1	<p>(1 mark) Answers in this level demonstrate limited knowledge of the topic. 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, limited analysis and evaluation of the question</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 conceptual vocabulary. There is minimal evidence, with points often being unconnected, and little attempt to address the task in hand.</p>

ASSESSMENT UNIT 2 Question 2(b)			
2(b)	Using examples, assess the view that direct action campaigning is usually counter-productive to the cause it seeks to promote. <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 level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by several local, national or international appropriate examples taken from contemporary campaigns. The response clearly explains and identifies the direct action aspects of the campaigns eg Father for Justice, Animal Rights, pensioners and the council tax.</p>	<p>(6–8 marks) Answers in this level are characterised by a detailed and explicit explanation and good analysis and evaluation of the question. The response examines the nature of direct –action. Using examples the response either accepts or challenges the assumption of the question. The conclusion is based upon the evidence presented.</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 good depth and/or breadth of knowledge and understanding of the topic supported by at least two contemporary appropriate examples of direct action. The response indicates an understanding of the term direct action.</p>	<p>(3–5 marks) Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. The account covers a limited number of examples of direct action. There is a limited attempt to challenge the assumption of the question.</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 2 Question 2(b) cont'd			
2(b)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 1	(1–2 marks) Answers in this level demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response.	(1–2 marks) Answers in this level are characterised by a partial explanation, limited analysis and evaluation of the question.	(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 conceptual vocabulary. There is minimal evidence, with points often being unconnected, and little attempt to address the task in hand.

ASSESSMENT UNIT 2 Question 3(a)			
3(a)	Briefly explain either how 'New Labour' differs from Socialism or how 'the New Right' differs from traditional Conservatism. <i>(10 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	(3–4 marks) Answers in this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. Each of the two terms are correctly described and supported with examples of policy differences.	(3–4 marks) Answers in this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The response covers both terms and the current nature of the 'new' terms is explained. The response is based upon differences in policy but may also relate to individuals like Margaret Thatcher and Tony Blair. The conclusion is based upon the evidence presented.	(2 marks) Answers are characterised by reasonably good grammar and expression. There may be 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 depth and/or breadth of knowledge and understanding of the topic. The response indicates an understanding of at least one of the terms which are supported by examples of policy areas of difference.	(2 marks) Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. The response tends to focus on one but not both of the terms.	

ASSESSMENT UNIT 2 Question 3(a) cont'd			
3(a)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 1	<p>(1 mark) Answers in this level demonstrate limited knowledge of the topic. Examples may be quoted of policy relating to the terms but they are not fully integrated into the response.</p>	<p>(1 mark) Answers in this level are characterised by a partial explanation, limited analysis and evaluation of the question.</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 conceptual vocabulary. There is minimal evidence with points often being unconnected with little attempt to address the task in hand.</p>

ASSESSMENT UNIT 2 Question 3(b)			
3(b)	Assess the different influences of television and newspapers in forming political attitudes. <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 level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. The nature of various newspapers and television channels is described. The examples quoted relate to forming political attitudes. Several contemporary examples may be quoted eg the war on terrorism or the war in Iraq.</p>	<p>(6–8 marks) Answers in this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The response evaluates the differing role of newspapers and television in forming political opinion. Mention may be made of other ways in which political attitudes are formed. A range of newspapers and television stations is mentioned as well as the legal requirements of neutrality regarding some TV stations. The conclusion is based upon the evidence presented.</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 depth and/or breadth of knowledge and understanding of the topic. The response outlines, via examples, the work of newspapers and television in influencing political attitudes.</p>	<p>(3–5 marks) Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. The role of both newspapers and television is discussed. The examples are limited in nature.</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 2 Question 3(b) cont'd			
3(b)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 1	(1–2 marks) Answers in this level demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response.	(1–2 marks) Answers in this level are characterised by a partial explanation, limited analysis and evaluation of the question.	(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 conceptual vocabulary. There is minimal evidence, with points often being unconnected, and little attempt to address the task in hand.