



General Certificate of Education

Social Science: Citizenship 5101

SSC1 The Citizen and the State

Mark Scheme

2008 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.

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Dr Michael Cresswell, Director General.

CRITERIA FOR MARKING ADVANCED SUBSIDIARY SOCIAL SCIENCE: CITIZENSHIP

SSC1 The Citizen and the State

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 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, 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 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. 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.</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>
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 one argument from either of the sources in favour of the appointment of the young magistrate and one argument from either of the sources against her appointment. <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)</p> <p>Answers in this level accurately outline one argument in favour of the appointment eg:</p> <ul style="list-style-type: none"> (i) it was government policy to appoint younger Magistrates. (ii) she was appointed solely on merit. (iii) she would help to challenge established prejudices. <p>and one argument against the appointment, eg:</p> <ul style="list-style-type: none"> (iv) she has no life experience. 		
Level 1	<p>(1–2 marks)</p> <p>Answers in this level either accurately outline one argument or outline two arguments but in a vague and /or inaccurate manner.</p>		

ASSESSMENT UNIT 1			
Question 1(b)			
1(b)	Briefly examine the role of lay magistrates in the English legal system. (10 marks)		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	<p>(3–4 marks)</p> <p>Answers in this level demonstrate a good depth of knowledge and understanding of the role of lay magistrates in the English legal system, for example:</p> <ul style="list-style-type: none"> (i) trying summary offences in the Magistrates' Court; (ii) sitting in the family court; (iii) trying offences in the Youth Court. <p>The above are examples only. Candidates do not all have to give all of these for full marks. All valid and relevant material and any appropriate examples are credited. The answer should be supported by good reference to such examples.</p>	<p>(3–4 marks)</p> <p>Answers in this level are characterised by a detailed and explicit assessment, analysis and evaluation of the role of lay magistrates in the English legal system. The discussion is well balanced and a sound conclusion based on the evidence adduced is advanced.</p>	<p>(2 marks)</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 2	<p>(2 marks)</p> <p>Answers in this level demonstrate a reasonable understanding and knowledge of the role of lay magistrates in the English legal system. The response may be supported by examples.</p>	<p>(2 marks)</p> <p>Answers in this level characterised by a reasonable assessment, analysis and evaluation of the extent of the role of lay magistrates. A conclusion may be reached, but is 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)</p> <p>Answers in this level demonstrate limited knowledge of the role of lay magistrates. Examples may be quoted, but not fully integrated into the response.</p>	<p>(1 mark)</p> <p>Answers in this level are characterised by a partial assessment and limited analysis and evaluation of the role of lay magistrates. There may be no conclusion, or one, which does not reflect the evidence adduced.</p>	<p>(1 mark)</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. There is minimal evidence, with points often being unconnected, and with little attempt to address the task in hand.</p>

ASSESSMENT UNIT1			
Question 1(c)			
1(c)	‘All judicial decisions should be made by professional lawyers and not by lay magistrates.’ Assess this view. (16 marks)		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	<p>(4–5 marks)</p> <p>Answers in this level demonstrate a good depth of knowledge and understanding of the difference between lay magistrates and district judges. For example candidates may refer to:</p> <ul style="list-style-type: none"> (i) the need for lay magistrates to be supported in court by a qualified Magistrates’ clerk; (ii) their need to retire to consider each and every decision; (iii) the wide variation in sentencing that currently exists across different Magistrates’ Courts; (iv) the expense of appointing and training a large cohort of lay magistrates; (v) the advantages of having a single qualified lawyer making decisions; (vi) the administrative convenience of having a single full time district judge; (vii) the benefits of involving local citizens in the administration of justice; (viii) the benefits of having local knowledge; (ix) the discussion that has to occur between lay magistrates. <p>The above are examples only. Candidates do not all have to give all of these for full marks. This is a wide ranging question and it is not possible to be prescriptive as to content. All valid and relevant material and any appropriate examples are credited. This answer is probably supported by good reference to appropriate examples.</p>	<p>(5–7 marks)</p> <p>Answers in this level are characterised by a detailed and explicit explanation and good evaluation and analysis of the advantages and disadvantages of using local lay people to make decisions of both law and fact in the Magistrates court eg:</p> <ul style="list-style-type: none"> (i) the desirability of involving local communities in the judicial process; (ii) the practical advantages of having local people deal with local problems; (iii) the opportunities it offers for active Citizenship; (iv) the benefits of having a professional judiciary in local courts; (v) the practical advantages of having a single profession district judge deal with all cases; (vi) cost differentials. <p>Answers in this level are likely to make critical reference to the arguments both for and against the proposition. This is a wide question and all relevant and informed discussion is credited.</p> <p>Answers in this level are probably illustrated by sound and appropriate examples. A sound conclusion, based on evidence adduced in the answer, is advanced.</p>	<p>(4 marks)</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.</p> <p>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)</p> <p>Answers in this level demonstrate a reasonable understanding and knowledge of the problems and issues relating to the appointment and/or the use of lay magistrates as opposed to district judges.</p> <p>Candidates who produce unbalanced answers that focus almost exclusively on one aspect of the issue (eg candidates who deal only with the advantages of lay magistrates without considering their disadvantages) are probably awarded marks in this level.</p> <p>The response may be supported by examples.</p>	<p>(3–4 marks)</p> <p>Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the issues.</p> <p>A conclusion may be reached, but it may not accurately reflect all the evidence produced in the answer.</p>	<p>(2–3 marks)</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>(1 mark)</p> <p>Answers in this level demonstrate limited knowledge of the problems and issues.</p> <p>Examples may be quoted, but not fully integrated into the response.</p>	<p>(1–2 marks)</p> <p>Answers in this level 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)</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. There is minimal evidence, with points often being unconnected, and with little attempt to address the task in hand.</p>

ASSESSMENT UNIT 1			
Question 2(a)			
2(a)	Briefly examine, using examples, why most ‘rights’ have a corresponding ‘duty’. (10 marks)		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	<p>(3–4 marks)</p> <p>Answers in this level demonstrate a good depth of knowledge and understanding of the concept of both ‘right’ and ‘duty’ and how rights and duties are opposite sides of the same coin and that in most cases for each right there is a corresponding duty eg:</p> <p>(i) a student’s right to an education involves a duty on the part of the Local authority to provide educational facilities;</p> <p>(ii) A’s right to use a footpath across B’s land implies a duty by B to keep the footpath open and not to impede A’s use of it.</p> <p>The above are given as examples only and the list is not intended to be exhaustive or exclusive.</p> <p>All valid and relevant material and any appropriate examples are credited. The answer must be supported by good reference to such examples.</p>	<p>(3–4 marks)</p> <p>Answers in this level are characterised by an explicit explanation and good evaluation and analysis is the difference between rights and duties: eg how the existence of a ‘right’ vested in A implies that someone else (B) will have a duty either to allow A to exercise his/her right, or in some cases to facilitate the exercise of the right; and how in most cases (candidates would not be expected to discuss the exceptions) a right cannot exist without such a corresponding duty. Some candidates may explain this in Hohfeldian terms, but this is not necessary for full marks.</p> <p>The above are given as examples only and candidates can score full marks without reference to any of them. All relevant and coherent discussion on appropriate issues are credited.</p> <p>There is a sound conclusion based on the evidence adduced.</p>	<p>(2 marks)</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>

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 2	<p>(2 marks)</p> <p>Answers in this level demonstrate a reasonable understanding and knowledge of the difference between rights and duties and give at least one example of a right and a duty but may not be able to make convincing links between corresponding rights and duties.</p> <p>Answers that only identify either 'rights' or 'duties' cannot be placed higher than level 2.</p> <p>The response may be supported by examples.</p>	<p>(2 marks)</p> <p>Answers in this level 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 produced in the answer.</p>	
Level 1	<p>(1 mark)</p> <p>Answers in this level demonstrate limited knowledge of rights and/or duties.</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)</p> <p>Answers in this level 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)</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. There is minimal evidence, with points often being unconnected, and with little attempt to address the task in hand.</p>

ASSESSMENT UNIT 1			
Question 2(b)			
2(b)	‘The purpose of a modern welfare system should be to enable all citizens to become self-sufficient.’ Assess this view. (20 marks)		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	<p>(6–8marks)</p> <p>Answers in this level demonstrate a good depth of knowledge and understanding of, for example</p> <ul style="list-style-type: none"> (i) the modern role of welfare; (ii) the concept of an ‘active welfare state’; (iii) the idea that welfare should be a ‘hand up and not a hand out’, <p>The above are examples only. Candidates do not all have to give all of these for full marks.</p> <p>All valid and relevant material and any appropriate examples are credited. The answer should be supported by good reference to such examples.</p>	<p>(6–8 marks)</p> <p>Answers in this level are characterised by a detailed and explicit explanation and good evaluation and analysis of the role of welfare provision in the modern state and probably include:</p> <ul style="list-style-type: none"> (i) a sound discussion of how welfare should help people to become self sufficient where that is possible; (ii) an acknowledgment that there will always be those who are dependant on welfare for life eg the chronically ill and the seriously disabled; (iii) a discussion of other models of welfare eg welfare as a safety net. <p>These are given as examples and all relevant discussion is credited. The discussion is well balanced.</p> <p>There is a sound conclusion based on the evidence adduced.</p>	<p>(3–4 marks)</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 client 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)</p> <p>Answers in this level demonstrate a reasonable understanding and knowledge of the issues.</p> <p>Unbalanced answers (ie answers that deal with only one side of the argument) and answers that provide only a limited explanation of the issues are likely to be awarded marks in this level.</p> <p>The response may be supported by examples.</p>	<p>(3–5 marks)</p> <p>Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the issues.</p> <p>Answers that provide only a discussion of one aspect of welfare provision are likely to be awarded marks in this level.</p> <p>A conclusion may be offered, but it may not accurately reflect all the evidence adduced in the answer.</p>	<p>(2 marks)</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>(1–2 marks)</p> <p>Answers in this level demonstrate limited knowledge of the issues.</p> <p>Examples may be quoted, but are unlikely to be fully integrated into the response.</p>	<p>(1–2 marks)</p> <p>Answers in this level are characterised by a partial explanation and limited analysis and evaluation of the issues.</p> <p>There is unlikely to be a conclusion, or a conclusion that is not based on the evidence discussed in the answer.</p>	<p>(1 mark)</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. There is minimal evidence with points often being unconnected, and with little attempt to address the task in hand.</p>

ASSESSMENT UNIT 1			
Question 3(a)			
3(a)	Briefly examine different meanings of the term 'citizen'. <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)</p> <p>Answers in this level demonstrate a good depth of knowledge and understanding of the various meanings associated with the concept of being a citizen eg:</p> <ul style="list-style-type: none"> (i) in terms of identity; (ii) in terms of nationality and/or belonging to a specific group; (iii) as a consumer of services etc. <p>The above are examples and candidates do not have to mention all or any of them for full marks.</p> <p>In this wide ranging question it is neither possible nor desirable to be prescriptive about content. All valid and relevant material is credited.</p> <p>The answer is likely to be supported by appropriate examples.</p> <p>A candidate can achieve all the available marks in this level by producing a detailed answer that focuses on one aspect of the term 'citizen' or a wide ranging answer which treats in less detail two or more aspects of the term.</p>	<p>(3–4 marks)</p> <p>Answers in this level are characterised by a detailed and explicit explanation and good evaluation and analysis of either one interpretation or a less detailed explanation and evaluation of more than one interpretation of the term 'citizen'. In a wide ranging question such as this it is neither possible nor desirable to be prescriptive as to the issues raised in the evaluation.</p> <p>All relevant evaluative comments are credited.</p> <p>The arguments developed are rational and balanced.</p> <p>There is a sound conclusion based on the evidence adduced.</p>	<p>(2 marks)</p> <p>Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with 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)</p> <p>Answers in this level demonstrate a reasonable understanding and knowledge of the issues.</p> <p>The response is supported by examples.</p>	<p>(2 marks)</p> <p>Answers in this level 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>	

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)</p> <p>Answers in this level demonstrate limited knowledge of the issues.</p> <p>Examples may be quoted, but are unlikely to be fully integrated into the response.</p>	<p>(1 mark)</p> <p>Answers in this level are characterised by a partial explanation and limited analysis and evaluation of the issues raised by the question.</p> <p>There may be no conclusion or a conclusion that is not based on the evidence adduced in the answer.</p>	<p>(1 mark)</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. There is minimal evidence, with points often being unconnected, and with little attempt to address the task in hand.</p>

ASSESSMENT UNIT 1			
Question 3(b)			
3(b)	<p>'Citizens will always prefer to settle disputes in Court rather than by using the alternative methods of dispute resolution that are available.' Assess this view. (20 marks)</p>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	<p>(6–8marks)</p> <p>Answers in this level demonstrate a good depth of knowledge and understanding of ADR and are likely to give a detailed account/explanation of:</p> <p>(i) conciliation; (ii) mediation; (iii) arbitration.</p> <p>Candidates are likely to give a clear explanation these methods of dispute resolution and may also give an account of how they work, although this is not necessary for full marks. It is likely that candidates will offer an explanation as to how these compare with litigation in the traditional courts. Some candidates may not provide a detailed account of all the methods of ADR but focus instead on the factors common to all of them. As long as candidates demonstrate an awareness that there are various methods of ADR and give evidence of a sound knowledge of the principles of ADR marks in this level are awarded.</p> <p>Credit is given for all relevant material.</p> <p>The answer should be supported by appropriate examples.</p>	<p>(6–8 marks)</p> <p>Answers in this level are characterised by a detailed and explicit explanation and good evaluation and analysis of the various methods of ADR and their respective advantages and disadvantages. Candidates are likely to draw comparisons with litigation and discuss/explain the advantages of and the problems created by ADR.</p> <p>Candidates who focus on description of the common features of the various methods of ADR are unlikely to provide comparisons of each method of ADR with litigation but are awarded marks in this level for a detailed and explicit analysis and evaluation of the benefits and drawbacks of ADR provided that it is evident that they appreciate that ADR takes a variety of forms.</p> <p>Credit is given for discussion of any relevant material.</p> <p>There is a balanced and informed assessment of the advantages and disadvantages of using the both ADR and the traditional courts.</p> <p>A reasoned conclusion based on the evidence adduced in the answer is reached.</p>	<p>(3–4 marks)</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 client and lucid English with a wide conceptual vocabulary 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 2	<p>(3–5 marks)</p> <p>Answers in this level demonstrate a reasonable understanding and knowledge of the issues.</p> <p>Responses that do not show an awareness of the range of methods of ADR that are available but provide a good account or explanation of a single method of ADR are likely to be given marks in this level.</p> <p>Answers that deal only with the advantages and disadvantages of ADR without drawing a comparison with the traditional courts are also likely to be awarded marks in this level.</p> <p>The response is probably supported by examples.</p>	<p>(3–5 marks)</p> <p>Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the issues.</p> <p>Answers that provide only a sound discussion of only one aspect of ADR or that do not demonstrate an appreciation of the fact that ADR takes more than one form are unlikely to be awarded marks above this level.</p> <p>A conclusion will be reached, but it may not accurately reflect all the evidence produced in the answer.</p>	<p>(2 marks)</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>(1–2 marks)</p> <p>Answers in this level demonstrate limited knowledge of the issues.</p> <p>Examples may be quoted, but not fully integrated into the response.</p>	<p>(1–2 marks)</p> <p>Answers in this level 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)</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. There is minimal evidence, with points often being unconnected, and with little attempt to address the task in hand.</p>