



## **General Certificate of Education**

# **Social Science Citizenship 5101**

**SSC1      The Citizen and the State**

## **Mark Scheme**

*2008 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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*Dr Michael Cresswell Director General*

## **CRITERIA FOR MARKING ADVANCED SUBSIDIARY SOCIAL SCIENCE: CITIZENSHIP**

### **SSC1            The Citizen and the State**

#### **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 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**

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 3</b>	<p>Answers are characterised by a thorough and wide ranging knowledge of appropriate literature.</p> <p>An excellent depth and breadth of relevant evidence. 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.</p> <p>Problems are fully and explicitly addressed and decisions are fully and appropriately justified.</p>	<p>Answers are characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation.</p> <p>Arguments are logical and explicitly address the question. Arguments are developed with reference to evidence in fluent and lucid English, with a wide conceptual vocabulary appropriate to the study of Citizenship.</p>
<b>Level 2</b>	<p>Answers are characterised by a good knowledge of appropriate literature.</p> <p>Some relevant evidence in reasonable depth and breadth. A good understanding of relevant theories, terms, concepts and evidence is displayed.</p> <p>A reasonable awareness of contemporary debates and issues is in evidence.</p>	<p>Answers are characterised by some evaluation of relevant theories, terms, concepts and/or evidence although this may be implicit at times.</p> <p>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.</p> <p>Arguments, in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence, usually related and appropriate to the study of Citizenship.</p>
<b>Level 1</b>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Evidence is minimal, with points often being unconnected, and there is little attempt to address the task in hand.</p>

<b>ASSESSMENT UNIT 1</b>			
<b>Question 1(a)</b>			
<b>1(a)</b>	Briefly outline how a citizen can make a request for information under the Freedom of Information Act 2000. <span style="float: right;"><i>(4 marks)</i></span>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 2</b>	<p><b>(3 – 4 marks)</b> Answers in this level accurately outline what is involved in making a request for information (an application) under the Freedom of Information Act. For example:</p> <ul style="list-style-type: none"> <li>(i) the application must be made in writing;</li> <li>(ii) it can be made to any ‘public authority’;</li> <li>(iii) the definition of ‘public authority’ is very wide;</li> <li>(iv) the public authority is entitled to require more information from the applicant;</li> <li>(v) the public authority is entitled to charge a fee.</li> </ul> <p>These are given as examples only. It is not necessary to give all of them for full marks. All other credit worthy points will also be accepted.</p> <p>Candidates in this level demonstrate briefly and coherently that they understand what an application under the Freedom of Information Act 2000 involves. Responses may revolve around a quoted example.</p>		

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<b>Level 1</b>	<b>(1 – 2 marks)</b> Answers in this level demonstrate some understanding of what is involved in an application under the Freedom of Information Act, but an answer, while being broadly accurate, will lack precision and detail.		
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<b>ASSESSMENT UNIT 1</b> <b>Question 1(b)</b>			
<b>1(b)</b>	Briefly examine how citizens benefit from freedom of information. <span style="float: right;"><i>(10 marks)</i></span>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(3 – 4 marks)</b> Answers in this level demonstrate a good depth of knowledge and understanding of the importance of citizens being able to access information. Answers in this band are likely to refer to:</p> <ul style="list-style-type: none"> <li>(i) the implications that it has for free speech and freedom of expression;</li> <li>(ii) the right to know what a democratically elected government is doing;</li> <li>(iii) the right to search for truth.</li> </ul> <p>The above points are given only as examples of possible responses. All meritorious material should be given credit.</p> <p>The answer is likely to be supported by good examples.</p>	<p><b>(3 – 4 marks)</b> Answers in this level are characterised by a detailed and explicit assessment, analysis and evaluation of the issues raised by the so called ‘right to know’ and its limitations.</p> <p>Alternatively candidates may deal with the question on a wider and more general basis and consider the issues in relation to the general concept of freedom of information and its attendant implications for freedom of expression.</p> <p>The answer is well balanced and a sound conclusion about the level of importance attached to freedom of information based on the evidence adduced is advanced.</p>	<p><b>(2 marks)</b> Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation.</p> <p>Arguments, in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence usually related and appropriate to the study of Citizenship.</p>
<b>Level 2</b>	<p><b>(2 marks)</b> Answers in this level demonstrate a reasonable understanding and knowledge of the relative importance of freedom of information.</p> <p>The response may be supported by examples.</p>	<p><b>(2 marks)</b> Answers in this level are characterised by a reasonable assessment, analysis and evaluation of issues.</p> <p>A conclusion may be reached, but it may not accurately reflect all the evidence adduced.</p>	

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



<b>ASSESSMENT UNIT 1</b> <b>Question 1(c)</b>			
<b>1(c)</b>	'The Human Rights Act 1998 has done little to help citizens resolve human rights issues.' Assess this view. <span style="float: right;"><i>(16 marks)</i></span>		
	<b>Assessment Objective AO1</b> <b>Knowledge and Understanding</b>	<b>Assessment Objective AO2</b> <b>Analysis and Evaluation</b>	<b>Assessment Objective AO3</b> <b>Communication</b>
<b>Level 3</b>	<p><b>(4 – 5 marks)</b> Answers in this level demonstrate a good depth of knowledge and understanding of how the Human Rights Act 1998 [the HRA] has improved access to basic human rights. For example, candidates might refer to :</p> <p>(i) the fact that as the HRA has embedded the European Convention on Human Rights into UK law litigants no longer have to go to the European Court of Human Rights in Strasbourg;</p> <p>(ii) citizens have improved remedies as UK courts can compensate victims of breaches which the ECHR could not do;</p> <p>(iii) judges must interpret all UK legislation in a way that makes it conform to the provisions of the Convention wherever possible.</p> <p>These are given as examples only and candidates do not need to refer to these issues for full marks. All meritorious material should given credit.</p> <p>The answer is probably be supported by good reference to appropriate examples.</p>	<p><b>(5 – 7 marks)</b> Answers in this level are characterised by detailed and explicit explanation and good evaluation and analysis of the ways in which the HRA has: improved remedies; reduced costs; obliged judges to interpret UK legislation in a way that is compatible with the ECHR.</p> <p>These are given only as examples and candidates who approach the answer in a different way (for example by taking specific examples or by using a case study approach) may still receive full marks as all meritorious material is given credit.</p> <p>Answers in this level are probably illustrated by sound and appropriate examples.</p> <p>A sound conclusion, based on evidence adduced in the answer, is advanced.</p>	<p><b>(4 marks)</b> Answers are characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation. Arguments are logical and explicitly address the question.</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>

<b>ASSESSMENT UNIT 1</b> <b>Question 1(c) cont'd</b>			
<b>1(c)</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 2</b>	<p><b>(2 – 3 marks)</b> Answers in this level demonstrate a reasonable understanding and knowledge of the problems and issues.</p> <p>The response may be supported by examples.</p>	<p><b>(3 – 4 marks)</b> 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><b>(2 – 3 marks)</b> Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation.</p> <p>Arguments, in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence usually related and appropriate to the study of Citizenship.</p>
<b>Level 1</b>	<p><b>(1 mark)</b> 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><b>(1 – 2 marks)</b> 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><b>(1 mark)</b> Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation.</p> <p>Although some arguments may be developed, there is little or no usage of a conceptual vocabulary. There is minimal evidence, with points often being unconnected with little attempt to address the task in hand.</p>

<b>ASSESSMENT UNIT 1</b> <b>Question 2(a)</b>			
<b>2(a)</b>	Briefly examine <b>two</b> state services provided for the welfare of citizens. <span style="float: right;"><i>(10 marks)</i></span>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(3 – 4 marks)</b> Answers in this level demonstrate a good depth of knowledge and understanding of <b>two</b> ways in which citizens use state services, eg:-</p> <p>(i) education services; (ii) the NHS; (iii) welfare benefits.</p> <p>This list is not exhaustive. Any appropriate examples should be credited. Services provided directly or indirectly by local authorities will be given full credit. Services can also refer to benefits/payments.</p> <p>Candidates whose answers are in this level will have provided a comprehensive explanation of the services that they selected.</p> <p>The answer should be supported by good reference to appropriate examples.</p>	<p><b>(3 – 4 marks)</b> Answers in this level are characterised by detailed and explicit explanation and good evaluation and analysis of the way in which citizens use the services that candidates have selected.</p> <p>Any relevant and coherent discussion on these issues are credited.</p> <p>There is a sound conclusion based on the evidence adduced.</p>	<p><b>(2 marks)</b> Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation.</p> <p>Arguments, in good English with a reasonable conceptual vocabulary, are developed, with some reference to evidence usually related and appropriate to the study of Citizenship.</p>

<b>ASSESSMENT UNIT 1</b> <b>Question 2(a) cont'd</b>			
<b>2(a)</b>	<b>Assessment Objective AO1</b> <b>Knowledge and Understanding</b>	<b>Assessment Objective AO2</b> <b>Analysis and Evaluation</b>	<b>Assessment Objective AO3</b> <b>Communication</b>
<b>Level 2</b>	<p><b>(2 marks)</b> Answers in this level demonstrate a reasonable understanding and knowledge of two services used by citizens.</p> <p>Answers which examine the use of only one service cannot score marks above those available in this level.</p> <p>The response may be supported by examples.</p>	<p><b>(2 marks)</b> Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the use made by citizens of <b>two</b> services or a detailed and explicit explanation and good evaluation and analysis of the way in which citizens use <b>one</b> service.</p> <p>A conclusion may be offered, but it may not accurately reflect all the evidence adduced in the answer.</p>	
<b>Level 1</b>	<p><b>(1 mark)</b> Answers in this level demonstrate limited knowledge of the use made by citizens of the appropriate services.</p> <p>Examples may be cited, but not fully integrated into the response, which is likely to be vague and incomplete.</p>	<p><b>(1 mark)</b> 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><b>(1 mark)</b> Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation.</p> <p>Although some arguments may be developed, there will be little or no usage of a conceptual vocabulary.</p> <p>There is minimal evidence, with points often being unconnected and little attempt to address the task in hand.</p>

<b>ASSESSMENT UNIT 1</b>			
<b>Question 2(b)</b>			
<b>2(b)</b>	‘Trial by jury in criminal cases is out of date and no longer appropriate in the twenty first century.’ Assess this view. <span style="float: right;"><i>(20 marks)</i></span>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(6 – 8 marks)</b> Answers in this level demonstrate a good depth of knowledge and understanding of the right to trial by jury. For example, candidates may consider and explain:</p> <ul style="list-style-type: none"> <li>(i) the circumstances in which the right to jury trial arises;</li> <li>(ii) the limited opportunity for trial by jury;</li> <li>(iii) the strength of public feeling about trial by jury;</li> <li>(iv) the various problems about trial by jury including the composition of juries.</li> </ul> <p>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. The above points are given only as examples and all or any are not necessary for full marks. All valid and relevant material, including references to other jurisdictions where the right to trial by jury is not available, are credited.</p> <p>The answer is supported by appropriate examples, case studies real and hypothetical.</p>	<p><b>(6 – 8 marks)</b> Answers in this level are characterised by a detailed and explicit explanation and good evaluation and analysis of the issues raised by trial by jury, for example:</p> <ul style="list-style-type: none"> <li>(i) the benefit to the accused of having his/her case decided by his/her peers;</li> <li>(ii) the benefit to society of being able to participate in the legal process in this way, including the opportunity for developing active citizenship;</li> <li>(iii) the debate about the use of juries in complex fraud trials, eg fraud cases;</li> <li>(iv) problems in other jurisdictions where trial by jury is not available.</li> </ul> <p>In this wide question the discussion may take various forms. The above are given by way of example and it is not necessary to discuss these for full marks. Credit is given for discussion of any relevant material.</p> <p>There is a balanced and informed assessment of the role of jury trial in 21<sup>st</sup> century society.</p> <p>A reasoned conclusion based on the evidence adduced in the answer is reached.</p>	<p><b>(3 – 4 marks)</b> Answers are characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation.</p> <p>Arguments are logical and explicitly address the question. Arguments are developed, with reference to evidence in fluent and lucid English with a wide conceptual vocabulary appropriate to the study of Citizenship.</p>

<b>ASSESSMENT UNIT 1</b> <b>Question 2(b) cont'd</b>			
<b>2(b)</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 2</b>	<p><b>(3 – 5 marks)</b> Answers in this level demonstrate a reasonable understanding and knowledge of the issues.</p> <p>The response may be supported by examples.</p>	<p><b>(3 – 5 marks)</b> 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>	<p><b>(2 marks)</b> Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation.</p> <p>Arguments, in good English with a reasonable conceptual vocabulary, are developed, with some reference to evidence usually related and appropriate to the study of Citizenship.</p>
<b>Level 1</b>	<p><b>(1 – 2 marks)</b> Answers in this level demonstrate limited knowledge of the issues.</p> <p>Examples may be quoted, but not fully integrated into the response.</p>	<p><b>(1 – 2 marks)</b> Answers in this level are characterised by a partial explanation 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><b>(1 mark)</b> Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation.</p> <p>Although some arguments may be developed, there is little or no usage of a conceptual vocabulary. There is minimal evidence, with points often being unconnected and little attempt to address the task in hand.</p>

<b>ASSESSMENT UNIT 1</b> <b>Question 3(a)</b>			
<b>3(a)</b>	Briefly examine, using examples, what is meant by the term 'active citizenship'. (10 marks)		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(3 – 4 marks)</b> Answers in this level demonstrate a good depth of knowledge and understanding of active citizenship. Candidates may, for example, refer to activities such as:</p> <ul style="list-style-type: none"> <li>(i) service as a lay magistrate;</li> <li>(ii) jury service;</li> <li>(iii) voluntary work of various kinds.</li> </ul> <p>These are given as examples only. Credit is given for other relevant examples and material.</p> <p>Reference to paid full time employment (such as, for example, employment in the armed services, the police or nursing) or paying tax by PAYE will <b>not</b> be credited.</p> <p>The answer is supported by appropriate examples.</p>	<p><b>(3 – 4 marks)</b> Answers in this level are characterised by detailed and explicit explanation and good evaluation and analysis of at least two examples of active citizenship. Issues are well developed and arguments are rational and balanced.</p> <p>Answers in this level show an appreciation of the role of active citizenship in the areas selected, in relation to the degree of participation and involvement.</p> <p>All relevant evaluative comments are credited.</p> <p>There is a sound conclusion based on the evidence adduced.</p>	<p><b>(2 marks)</b> Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation.</p> <p>Arguments, in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence usually related and appropriate to the study of Citizenship.</p>

<b>ASSESSMENT UNIT 1</b> <b>Question 3(a) cont'd</b>			
<b>3(a)</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 2</b>	<p><b>(2 marks)</b> Answers in this level demonstrate a reasonable understanding and knowledge of the issues.</p> <p>Answers which deal with only one example of active citizenship cannot achieve more marks than those available in this level.</p> <p>The response is supported by appropriate examples.</p>	<p><b>(2 marks)</b> Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the issues raised by the question.</p> <p>A conclusion may be offered, but it may not accurately reflect the evidence adduced in the answer.</p>	<p><b>(2 marks)</b> Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation.</p> <p>Arguments, in good English with a reasonable conceptual vocabulary, are developed, with some reference to evidence usually related and appropriate to the study of Citizenship.</p>
<b>Level 1</b>	<p><b>(1 mark)</b> 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><b>(1 mark)</b> 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 discussed in the answer.</p>	<p><b>(1 mark)</b> Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation.</p> <p>Although some arguments may be developed, there is little or no usage of a conceptual vocabulary.</p> <p>There is minimal evidence, with points often being unconnected and little attempt to address the task at hand.</p>



<b>ASSESSMENT UNIT 1</b>			
<b>Question 3(b)</b>			
<b>3(b)</b>	‘People who have studied citizenship will be better citizens than those who have not.’ Assess this view. <span style="float: right;"><i>(20 marks)</i></span>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(6 – 8 marks)</b> Answers in this level demonstrate a good depth of knowledge and understanding of, for example:</p> <ul style="list-style-type: none"> <li>(i) the contemporary debate about the nature of citizenship;</li> <li>(ii) the benefits conferred by a study of it and whether or not compulsory study of it would be a benefit.</li> </ul> <p>These are given as examples only and it is not necessary to refer to either of them to earn full marks.</p> <p>In this wide question candidates may draw on a range of material and/or experiences and it is not possible or desirable to be prescriptive as to the indicative content.</p> <p>All valid and relevant material is credited.</p> <p>The answer is supported by appropriate examples.</p>	<p><b>(6 – 8 marks)</b> Answers in this level are characterised by detailed and explicit explanation and good evaluation and analysis of the issues raised by the question. These might include:</p> <ul style="list-style-type: none"> <li>(i) a consideration of the definition of citizenship;</li> <li>(ii) the problems of defining citizenship;</li> <li>(i) the effects of making the teaching of citizenship compulsory;</li> <li>(ii) Discussion regarding what is meant by the term ‘the good citizen’.</li> </ul> <p>These are given as examples only and reference to all or any of them is not necessary for full marks. Credit is given for discussion of relevant material.</p> <p>There is a balanced and informed assessment of the effects of a study citizenship.</p> <p>A reasoned conclusion based on the evidence adduced in the answer is reached.</p>	<p><b>(3 – 4 marks)</b> Answers are characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation.</p> <p>Arguments are logical and explicitly address the question. Arguments are developed with reference to evidence in fluent and lucid English with a wide conceptual vocabulary appropriate to the study of Citizenship.</p>

<b>ASSESSMENT UNIT 1</b>			
<b>Question 3(b) cont'd</b>			
<b>3(b)</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 2</b>	<p><b>(3 – 5 marks)</b> Answers in this level demonstrate a reasonable understanding and knowledge of the issues.</p> <p>The response is probably be supported by examples.</p>	<p><b>(3 – 5 marks)</b> Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the issues raised by the question.</p> <p>A conclusion is reached, but it may not accurately reflect the evidence discussed in the answer.</p>	<p><b>(2 marks)</b> Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation.</p> <p>Arguments, in good English with a reasonable conceptual vocabulary, are developed, with some reference to evidence usually related and appropriate to the study of Citizenship.</p>
<b>Level 1</b>	<p><b>(1 – 2 marks)</b> Answers in this level demonstrate limited knowledge of the issues.</p> <p>Examples may be quoted, but not fully integrated into the response.</p>	<p><b>(1 – 2 marks)</b> Answers in this level are characterised by a partial explanation 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 discussed in the answer.</p>	<p><b>(1 mark)</b> Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation.</p> <p>Although some arguments may be developed, there is little or no usage of a conceptual vocabulary.</p> <p>There is minimal evidence, with points often being unconnected and little attempt to address the task in hand.</p>