



## **General Certificate of Education**

# **Social Science: Citizenship 5101**

## **SSC2      The Citizen and the Political Process**

# **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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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*Dr Michael Cresswell*, Director General.

## **CRITERIA FOR MARKING ADVANCED SUBSIDIARY**

### **SOCIAL SCIENCE: CITIZENSHIP**

#### **SSC2                      The Citizen and the Political Process**

##### **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. 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.</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. 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.</p> <p>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</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.</p> <p>Although some arguments may be developed, there is little or no usage of a conceptual vocabulary. Evidence is minimal, with points often being</p>

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	also characterised by a lack of awareness of contemporary debates and issues.		unconnected, and there is little attempt to address the task in hand.
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<b>ASSESSMENT UNIT 2</b> <b>Question 1(a)</b>			
<b>1(a)</b>	Briefly outline from the source <b>two</b> methods used by the campaigners to apply pressure on the Government. <i>(4 marks)</i>		
	<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 demonstrate a reasonable depth and/or breadth of knowledge and understanding of the data.</p> <p>The response identifies and comments upon two methods used by the campaigners, ie national petition, pressure on MPs and ministers, using Ch4 as a platform, use of celebrity.</p>		
<b>Level 1</b>	<p><b>(1 – 2 marks)</b> Answers in this level demonstrate limited knowledge of the topic. Only one correct method is commented upon.</p>		

<b>ASSESSMENT UNIT 2</b> <b>Question 1(b)</b>			
<b>1(b)</b>	Briefly examine the role of the media in relation to the success of campaigns such as Jamie Oliver’s school dinners campaign. <i>(10 marks)</i>		
	<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 and/or breadth of knowledge and understanding of the topic supported by appropriate examples of the way in which the role of media impacted upon a campaign. Mention should be made of the role of a range of media formats.</p>	<p><b>(3 – 4 marks)</b> Answers in this level are characterised by a detailed and explicit explanation and good analysis and evaluation of the question. The response clearly assesses the role and importance of the media in regard to campaigning and relates this to the success of the campaign.</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 depth and/or breadth of knowledge and understanding of the topic.</p> <p>The response includes some examples of the role of the media but may only focus on one type. The response incorporates elements from the source.</p>	<p><b>(2 marks)</b> Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. Some understanding is shown of the importance of the media in regard to campaigning. Limited or no attempt to draw a clear conclusion.</p>	

<b>ASSESSMENT UNIT 2</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 topic. Examples of media activity may be quoted but not fully integrated into the response. The response tends to be very source related.</p>	<p><b>(1 mark)</b> Answers in this level are characterised by a partial explanation, limited analysis and evaluation of the question.</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 conceptual vocabulary. There is minimal evidence, with points often being unconnected and little attempt to address the task in hand.</p>



<b>ASSESSMENT UNIT 2</b> <b>Question 1(c)</b>			
<b>1(c)</b>	Critically assess the importance of factors <b>other than</b> use of the media to the success of a pressure group campaign. <i>(16 marks)</i>		
	<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>(4 – 5 marks)</b> Answers in this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. Knowledge is shown of the several key elements that can make up a successful campaign eg nature of the cause, membership/leadership of the campaign, financial support, political leverage.</p>	<p><b>(5 – 7 marks)</b> Answers in this level are characterised by a detailed and explicit explanation and good analysis and evaluation of the question. The response centres around the key elements of leadership/celebrity, and political leverage via mass appeal. Mention may be made of other support that developed around the campaign. The assessment is based upon the evidence presented, and examples should be incorporated within the response.</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. 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><b>(2 – 3 marks)</b> Answers in this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. At least two key elements must be identified.</p>	<p><b>(3 – 4 marks)</b> 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 importance of the relative key elements.  Examples used and issues raised may only cover one aspect of the question. Some attempt to draw conclusions from the evidence presented about the key elements of the campaign.</p>	<p><b>(2 – 3 marks)</b> 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>

<b>ASSESSMENT UNIT 2</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 1</b>	<p><b>(1 mark)</b> Answers in this level demonstrate limited knowledge of the topic. At least one key element will be outlined.</p>	<p><b>(1 – 2 marks)</b> Answers in this level are characterised by a partial explanation, limited analysis and evaluation of the question.</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 conceptual vocabulary. There is minimal evidence, with points often being unconnected and little attempt to address the task in hand.</p>

<b>ASSESSMENT UNIT 2</b>			
<b>Question 2(a)</b>			
<b>2(a)</b>	Briefly examine <b>three</b> factors which influence voting behaviour. <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 and/or breadth of knowledge and understanding of the topic supported by appropriate examples of factors influencing voter behaviour, eg class, gender, age, location, issue based, partisanship, religion and ethnicity. This list is not exhaustive, and candidates may use other examples that relate to any public election. Candidates outline at least three factors.</p>	<p><b>(3 – 4 marks)</b> Answers in this level are characterised by a detailed and explicit explanation and good analysis and evaluation of the question. The response outlines several of the key traditional factors influencing voting behaviour. The response should relate these factors to recent elections. Stronger responses may question the validity of former assumptions about voting behaviour/ voter dealignment. The conclusion is based upon the evidence presented.</p>	<p><b>(2 marks)</b> 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>
<b>Level 2</b>	<p><b>(2 marks)</b> Answers in this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic.</p> <p>The response includes at least two elements regarding voting behaviour.</p>	<p><b>(2 marks)</b> 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 of the key factors and use evidence from elections to support their point of view.</p>	

<b>ASSESSMENT UNIT 2</b>			
<b>Question 2(a) cont'd</b>			
<b>2(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 1</b>	<p><b>(1 mark)</b> Answers in this level demonstrate limited knowledge of the topic. Examples may be quoted. The response should identify at least one element.</p>	<p><b>(1 mark)</b> Answers in this level are characterised by a partial explanation, limited analysis and evaluation of the question.</p> <p>The response is generalised and little evidence is represented to support any points being made</p>	<p><b>(1 mark)</b> 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>

<b>ASSESSMENT UNIT 2</b>			
<b>Question 2(b)</b>			
<b>2(b)</b>	‘Individual Members of Parliament have little influence over government policy and decision making.’ Assess this claim. <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 and/or breadth of knowledge and understanding of the topic supported by appropriate examples.</p> <p>The response indicates understanding of the ways in which MPs are involved in the political decision making process either as members of the governing party or as opposition members: ask questions, attend party meetings, select committees, standing committees, lead campaigns, use the media, by the way they vote, meet ministers/PM.</p> <p>Several methods are outlined/described using examples. These points can also be used to support the contention of the question.</p>	<p><b>(6 – 8 marks)</b> Answers in this level are characterised by a detailed and explicit explanation and good analysis and evaluation of the question. The response by referring to the methods available to MPs will assess their influence. Issues like government party membership may be mentioned, the current size of the governments majority, the nature of the issue being discussed.</p> <p>Stronger responses mention the increasing power of the party system and the growth in Prime Ministerial power.</p> <p>The points presented should incorporate a recent evidence base and provide a balanced case.</p>	<p><b>(3 – 4 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 2</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 depth and/or breadth of knowledge and understanding of the topic.</p> <p>A limited number of ways used by MPs are outlined.</p>	<p><b>(3 – 5 marks)</b> Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. Some attempt to address one or two issues arising from the methods used by MPs.</p> <p>The response may include examples of the use of MP's powers.</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 topic. Examples may be quoted but not fully integrated into the response. At least one method is outlined.</p>	<p><b>(1 – 2 marks)</b> Answers in this level are characterised by a partial explanation, limited analysis and evaluation of the question.</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 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 2</b> <b>Question 3(a)</b>			
<b>3(a)</b>	Briefly examine how Conservative Party ideology has changed since the early 1970s. <i>(10 marks)</i>		
	<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 and/or breadth of knowledge and understanding of the topic supported by appropriate examples. The response indicates a contemporary and/or historical knowledge of conservative ideology from post war consensus, new right/Thatcherism, to compassionate conservatism to its latest developments under David Cameron.</p>	<p><b>(3 – 4 marks)</b> Answers in this level are characterised by a detailed and explicit explanation and good analysis and evaluation of the question. The response covers the changes that have taken place in conservatism since the 1970s. The response integrates these changes against the political backcloth of the period. Issues like the end of consensus and the rise of the new right are mentioned as is the rise of new Labour and the electoral defeats of the Conservatives and their wish to regain power. It could be argued that some commentators suggest that the Conservative Party does not appear to have an ideology these days.</p>	<p><b>(2 marks)</b> 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</p>

<p><b>Level 2</b></p>	<p><b>(2 marks)</b>                  Answers in this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples.</p> <p>The response indicates a contemporary and/or historical knowledge of at least two key changes in the development of conservatism.</p>	<p><b>(2 marks)</b>                  Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. The account covers a limited number of aspects of the question.</p> <p>A limited amount of evidence is presented to support the points being made.</p>	<p>appropriate to the study of Citizenship.</p>
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<b>ASSESSMENT UNIT 2</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 1</b>	<p><b>(1 mark)</b> Answers in this level demonstrate limited knowledge of the topic.</p> <p>Examples may be quoted but not fully integrated into the response of changing conservative positions.</p>	<p><b>(1 mark)</b> Answers in this level are characterised by a partial explanation, limited analysis and evaluation of the question.</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 conceptual vocabulary. There is minimal evidence, with points often being unconnected and little attempt to address the task in hand.</p>

<b>ASSESSMENT UNIT 2</b>			
<b>Question 3(b)</b>			
<b>3(b)</b>	‘The current electoral system (first past the post) prevents the UK Parliament from being fully representative of society.’ Assess this claim. <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 and/or breadth of knowledge and understanding of the topic supported by appropriate examples. The nature of current make up of parliamentary representatives is outlined. Issues outlined include gender balance, age profile and ethnic background and class/occupation as issues where Parliament is not representative of the UK population. The nature of how the FPTP system operates will be outlined.</p> <p>Examples may be quoted on how the parties are trying to overcome these issues: Emily’s List (women-only short lists), open primaries, positive discrimination and recruitment aimed at minority groups.</p>	<p><b>(6 – 8 marks)</b> Answers in this level are characterised by a detailed and explicit explanation and good analysis and evaluation of the question. The response evaluates the impact of the FPTP electoral system upon the nature of representation, ie single member seats, favours a two party system. As a result of this system it can be argued that parties, and their internal selection methods, limit the nature of potential representatives, ie women, minority groups, young people.</p> <p>Some candidates may mention the view that MPs are expected to represent <u>all</u> of their constituents, as a counter point to the claim in the question.</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 2</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 depth and/or breadth of knowledge and understanding of the topic.</p> <p>The response outlines, via examples, a limited number of areas where it can be claimed that parliament is not representative.</p>	<p><b>(3 – 5 marks)</b> Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. The response focuses on the nature of the FPTP system and attempts to make links to under-representation of some groups.</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 topic. 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, limited analysis and evaluation of the question.</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 conceptual vocabulary. There is minimal evidence, with points often being unconnected and little attempt to address the task in hand.</p>