



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

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GCE

Social Science: Citizenship

Unit SSC1

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Unit 1: 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 will be given credit. Candidates who appropriately refer to European and global dimensions of citizenship will also be given credit.

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

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the general principals 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 will be 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 will be displayed. A full awareness of contemporary debates and issues will be in evidence.</p>	<p>Answers will be characterised by explicit and detailed evaluation of relevant theories, terms, concepts and/or evidence. Problems will be fully and explicitly addressed and decisions will be fully and appropriately justified.</p>	<p>Answers will be characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation. Arguments will be logical and explicitly address the question.</p> <p>Arguments will be 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 will be 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 will be displayed.</p> <p>A reasonable awareness of contemporary debates and issues will be in evidence.</p>	<p>Answers will be characterised by some evaluation of relevant theories, terms, concepts and/or evidence although this may be implicit at times. Problems will be partially addressed and decisions tending towards implicit justification.</p>	<p>Answers will be characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, will be developed with some reference to evidence usually related and appropriate to the study of citizenship.</p>
Level 1	<p>Answers will be characterised by either a very simple understanding of relevant theories, concepts and evidence and/or common-sense anecdotal assertions. Another characteristic of this band is the lack of appropriate literature. Minimal relevant evidence, lacking in appropriate depth and breadth, will also be consistent with this band. Answers will also be characterised by a lack of awareness of contemporary debates and issues.</p>	<p>Answers will be characterised by either a simplistic evaluation of relevant theories, terms, concepts and/or evidence. Problems will either not be, or only implicitly be, addressed and decisions, if any, will tend to be justified in ‘of course’ terms.</p>	<p>Answers will be characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there will be little or no usage of a conceptual vocabulary. There will be minimal evidence with points often being unconnected with little attempt to address the task in hand.</p>

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
1(a)	Explain briefly what is meant by <i>their narrow social and ethnic background</i> (Source A). (4 marks)		
Level 2	Answers at this level demonstrate a reasonable understanding and knowledge of the argument that lay magistrates are predominately middle class and white. (3-4 marks)		
Level 1	Answers at this level demonstrate limited knowledge of the topic. (1-2 marks)		
1(b)	Explain briefly what is meant by a <i>district judge</i> (Sources A and B). (4 marks)		
Level 2	Answers at this level demonstrate a reasonable understanding and knowledge of the appropriate qualifications, e.g. a barrister or solicitor of at least 8 years seniority who sits as a judge in the magistrates court and can exercise all the powers of a bench of three lay magistrates. (3-4 marks)		
Level 1	Answers at this level demonstrate limited knowledge of the relationship. (1-2 marks)		

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
1(c)	Assess the advantages and disadvantages of using lay magistrates to try criminal cases (Sources A, B and C). <i>(12 marks)</i>		
Level 3	Answers at this level demonstrate a good depth of knowledge and understanding of the advantages (involvement of the public; consensus of 3 views; local knowledge; trial by ‘peers’, etc) and the disadvantages (limited range of social and ethnic backgrounds; lack of legal knowledge; inconsistency; bias; etc). There is likely to be reference to examples. (4 marks)	Answers at this level are characterised by detailed and explicit assessment of the advantages and disadvantages of lay magistrates. There may be reference to political bias, and a consideration of the balance between the opposing arguments. (5-6 marks)	Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, will be developed with some reference to evidence usually related and appropriate to the study of citizenship. (2 marks)
Level 2	Answers at this level demonstrate a reasonable understanding and knowledge of the advantages and disadvantages. The response may be supported by examples. (2-3 marks)	Answers at this level are characterised by a reasonable explanation, analysis and evaluation of the advantages and disadvantages of using lay people on the criminal bench. (3-4 marks)	
Level 1	Answers at this level demonstrate limited knowledge of the advantages and disadvantages. Examples may be quoted, but not fully integrated into the response. (1 mark)	Answers at this level are characterised by a partial explanation and limited analysis and evaluation of the advantages and disadvantages. (1-2 marks)	Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there will be little or no usage of a conceptual vocabulary. There will be minimal evidence with points often being unconnected with little attempt to address the task in hand. (1 mark)

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
1(d)	Consider the extent to which serving as a lay magistrate promotes the concept of ‘active citizenship’ (Source C). <i>(20 marks)</i>		
Level 3	Answers at this level demonstrate a good depth of knowledge and understanding of the concept of active citizenship and the way in which serving as a lay magistrate may develop this, perhaps dealing specifically with the voluntary involvement in community affairs, the alleged desirability of involving lay people in the administration of justice, the benefit to the community, etc. (4 marks)	Answers at this level are characterized by detailed and explicit explanation and good evaluation and analysis of both the concept of active citizenship and the ways in which it may be developed by serving as a lay magistrate. Credit will be given for any reasonable analysis and evaluation of the issues. (7-10 marks)	Answers are characterized by excellent grammar and expression. There are few, if any, errors of spelling and punctuation. Arguments are developed with reference to evidence in fluent and lucid English with a wide conceptual vocabulary appropriate to the study of Citizenship. (5-6 marks)
Level 2	Answers at this level demonstrate a reasonable understanding and knowledge of the concepts and issues. The response will be supported by examples. (2-3 marks)	Answers at this level are characterized by a reasonable explanation, analysis and evaluation of the issues. (3-6 marks)	Answers are characterized by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, will be developed with some reference to evidence usually related and appropriate to the study of citizenship. (3-4 marks)
Level 1	Answers at this level demonstrate limited knowledge of the concepts and issues. Examples may be quoted, but not fully integrated into the response. (1 mark)	Answers at this level are characterized by a partial explanation and limited analysis and evaluation of the issues. (1-2 marks)	Answers are characterized by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there will be little or no usage of a conceptual vocabulary. There will be minimal evidence with points often being unconnected with little attempt to address the task in hand. (1-2 marks)

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
2(a)	Explain why it is difficult to define what is meant by the term ‘welfare’. (10 marks)		
Level 3	Answers at this level demonstrate a good depth of knowledge and understanding of the various definitions of welfare and the problems concerned with formulating a sound and comprehensive definition of it, e.g. the role of charities and the state; the extent and limits of ‘welfare’, etc. The answer will be supported by appropriate examples. (3-4 marks)	Answers at this level are characterized by detailed and explicit explanation and good evaluation and analysis of the concept of welfare and the difficulty of formulating a comprehensive definition of it. (3-4 marks)	Answers are characterized by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, will be developed with some reference to evidence usually related and appropriate to the study of citizenship. (2 marks)
Level 2	Answers at this level demonstrate a reasonable understanding and knowledge of the problems involved in formulating a definition of welfare. The response will be supported by examples. (2 marks)	Answers at this level are characterized by a reasonable explanation, analysis and evaluation of the problems of formulating a definition of welfare. (2 marks)	
Level 1	Answers at this level demonstrate limited knowledge of the problems involved in formulating a definition of welfare. Examples may be quoted, but not fully integrated into the response, which is likely to be vague and incomplete. (1 mark)	Answers at this level are characterized by a partial explanation and limited analysis and evaluation of the issues. (1 mark)	Answers are characterized by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there will be little or no usage of a conceptual vocabulary. There will be minimal evidence with points often being unconnected with little attempt to address the task in hand. (1 mark)

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
2(b)	Examine some of the arguments for and against the view that the aim of current welfare provision in the UK is to help people to help themselves. <i>(10 marks)</i>		
Level 3	Answers at this level demonstrate a good depth of knowledge and understanding of the various government initiatives involved in putting the emphasis on the individual seeking to improve his/her position – e.g. Job Seekers Allowance. The answer will be supported by appropriate examples. (3-4 marks)	Answers at this level are characterized by detailed and explicit explanation and good evaluation and analysis of the switch to benefits which provide a “hand up” rather than a “hand out” and the change in emphasis in the use of state benefits. (3-4 marks)	Answers are characterized by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, will be developed with some reference to evidence usually related and appropriate to the study of citizenship. (2 marks)
Level 2	Answers at this level demonstrate a reasonable understanding and knowledge of the issues. The response may be supported by examples (2 marks)	Answers at this level are characterized by a reasonable explanation, analysis and evaluation of the issues. (2 marks)	
Level 1	Answers at this level demonstrate limited knowledge of the issues. Examples may be quoted, but not fully integrated into the response. (1 mark)	Answers at this level are characterized by a partial explanation and limited analysis and evaluation of the issues. (1 mark)	Answers are characterized by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there will be little or no usage of a conceptual vocabulary. There will be minimal evidence with points often being unconnected with little attempt to address the task in hand. (1 mark)

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
2(c)	<p>“The state should have no responsibility for providing for the basic needs of its citizens.” Assess this view. (20 marks)</p>		
Level 3	<p>Answers at this level demonstrate a good depth of knowledge and understanding of the issues concerning the provision of benefits - e.g. its role and purpose etc; the need for a safety net; the role of private insurance; personal responsibility; the boundaries of the state. The answer will be supported by appropriate examples.</p> <p>(6-8 marks)</p>	<p>Answers at this level are characterised by detailed and explicit explanation and good evaluation and analysis of the role of the state in providing benefits for those in need and of the alternatives.</p> <p>(6-8 marks)</p>	<p>Answers are characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation. Arguments will be logical and explicitly address the question. Arguments will be developed with reference to evidence in fluent and lucid English with a wide conceptual vocabulary appropriate to the study of citizenship.</p> <p>(3-4 marks)</p>
Level 2	<p>Answers at this level demonstrate a reasonable understanding and knowledge of the issues. The response will be supported by examples.</p> <p>(3-5 marks)</p>	<p>Answers at this level are characterised by a reasonable explanation, analysis and evaluation of the issues.</p> <p>(3-5 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, will be developed with some reference to evidence usually related and appropriate to the study of citizenship</p> <p>(2 marks)</p>
Level 1	<p>Answers at this level demonstrate limited knowledge of the issues. Examples may be quoted, but not fully integrated into the response.</p> <p>(1-2 marks)</p>	<p>Answers at this level are characterised by a partial explanation and limited analysis and evaluation of the issues.</p> <p>(1-2 marks)</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 will be little or no usage of a conceptual vocabulary. There will be minimal evidence with points often being unconnected with little attempt to address the task in hand.</p> <p>(1 mark)</p>

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
3(a)	Explain why it is difficult to define what is meant by the term ‘citizen’. (10 marks)		
Level 3	Answers at this level demonstrate a good depth of knowledge and understanding of the definition of ‘citizen’ – e.g. the basic definition; the citizen as consumer, family member, etc. The answer will be supported by appropriate examples. (3-4 marks)	Answers at this level are characterised by detailed and explicit explanation and good evaluation and analysis of the basic definition of ‘citizen’ and of the role of the citizen as consumer, family member etc. (3-4 marks)	Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, will be developed with some reference to evidence usually related and appropriate to the study of citizenship (2 marks)
Level 2	Answers at this level demonstrate a reasonable understanding and knowledge of the issues. The response will be supported by examples. (2 marks)	Answers at this level are characterised by a reasonable explanation, analysis and evaluation of the issues raised by the question. (2 marks)	
Level 1	Answers at this level demonstrate limited knowledge of the issues. Examples may be quoted, but not fully integrated into the response. (1 mark)	Answers at this level are characterized by a partial explanation and limited analysis and evaluation of the issues raised by the question. (1 mark)	Answers are characterized by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there will be little or no usage of a conceptual vocabulary. There will be minimal evidence with points often being unconnected with little attempt to address the task in hand. (1 mark)

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
3(b)	Examine some of the arguments in favour of freedom of information for citizens. <i>(10 marks)</i>		
Level 3	Answers at this level demonstrate a good depth of knowledge and understanding of the issues raised by freedom of information, e.g. the implications of the European Convention on Human Rights, the Human Rights Act 1998, the increased role of the courts, etc. The answer is supported by appropriate examples. (3-4 marks)	Answers at this level are characterized by detailed and explicit explanation and good evaluation and analysis of the issues raised by freedom of information, e.g. the implications in relation to human rights, the decision making process, open government, etc. (3-4 marks)	Answers are characterized by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, will be developed with some reference to evidence usually related and appropriate to the study of citizenship. (2 marks)
Level 2	Answers at this level demonstrate a reasonable understanding and knowledge of the issues. The response will be supported by examples (2 marks)	Answers at this level are characterized by a reasonable explanation, analysis and evaluation of the issues raised by the question. (2 marks)	
Level 1	Answers at this level demonstrate limited knowledge of the issues. (At this level candidates may offer an explanation of freedom of information limited to its role in public information.) Examples may be quoted, but not fully integrated into the response. (1 mark)	Answers at this level are characterized by a partial explanation and limited analysis and evaluation of the issues raised by the question. (1 mark)	Answers are characterized by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there will be little or no usage of a conceptual vocabulary. There will be minimal evidence with points often being unconnected with little attempt to address the task in hand. (1 mark)

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
3(c)	Assess the view that both the rights and the duties of UK citizens are increasing. <i>(10 marks)</i>		
Level 3	Answers at this level demonstrate a good depth of knowledge and understanding of the relationship between rights and duties (e.g. different sides of the same coin; the correlative nature of rights and duties) the effect of the <i>Human Rights Act 1998</i> etc, the growth in rights etc. The answer will be supported by appropriate examples. (6-8 marks)	Answers at this level are characterized by detailed and explicit explanation and good evaluation and analysis of the issues – e.g. the effect of the <i>Human Rights Act 1998</i> and related issues; the growth in ‘rights’ in relation to the increasingly complex nature of society; the correlative nature of rights and duties. Credit any reasonable discussion of the issues. A reasoned conclusion based on evidence will be reached (6-8 marks)	Answers are characterized by excellent grammar and expression. There are few, if any, errors of spelling and punctuation. Arguments will be logical and explicitly address the question. Arguments will be developed with reference to evidence in fluent and lucid English with a wide conceptual vocabulary appropriate to the study of citizenship. (3-4 marks)
Level 2	Answers at this level demonstrate a reasonable understanding and knowledge of the issues. The response will be supported by examples. (3-5 marks)	Answers at this level are characterized by a reasonable explanation, analysis and evaluation of the issues raised by the question. A conclusion will be reached, but it may not accurately reflect the evidence discussed in the answer. (3-5 marks)	Answers are characterized by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, will be developed with some reference to evidence usually related and appropriate to the study of citizenship. (2 marks)
Level 1	Answers at this level demonstrate limited knowledge of the issues. Examples may be quoted, but not fully integrated into the response. (1-2 marks)	Answers at this level are characterized by a partial explanation and limited analysis and evaluation of the issues raised by the question. (1-2 marks)	Answers are characterized by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there will be little or no usage of a conceptual vocabulary. There will be minimal evidence with points often being unconnected with little attempt to address the task in hand. (1 mark)