



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

Social Science: Citizenship

Unit SSC2

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CRITERIA FOR MARKING

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 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 UNIT 2			
Question 1(a)			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
1 (a) 4 marks (10.2)	According to Source A , what kind of direct action can have a greater impact than mass demonstrations, and why?		
Level 2	(3-4 marks) Answers in this band demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. The response may include examples of action by consumers which have a direct impact on the economic system, e.g. boycott of petrol stations, goods from S Africa and Chile in the past. GM food issues may be mentioned.		
Level 1	(1-2 marks) Answers in this band demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response.		

ASSESSMENT UNIT 2			
Question 1(b)			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
1 (b) 10 marks (10.1)	Using Source A and your own knowledge, discuss the arguments for and against the use of mass protests and demonstrations as a form of direct action.		
Level 3	(3-4 marks) Answers in this band demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by an appropriate range of examples of the nature of mass demonstrations and protests. Points made for and against mass protests.	(3-4 marks) Answers in this band are characterised by detailed and explicit explanation and good analysis and evaluation of the question. Terms like parliamentary action and direct action are discussed. The nature of the aim of the protest is discussed, e.g. raising a profile as against seeking a solution.	(2 marks) Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence usually related and appropriate to the study of Citizenship.
Level 2	(2 marks) Answers in this band demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. The response includes a limited range of examples of mass demonstrations and protests.	(2 marks) Answers in this band are characterised by a reasonable explanation, analysis and evaluation of the question. A range of types of protest are used to develop a limited number of points regarding different forms of protest.	

ASSESSMENT UNIT 2			
Question 1(b)			
1(b)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 1	<p>(1 mark) Answers in this band demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response.</p>	<p>(1 mark) Answers in this band are characterised by a partial explanation, with limited analysis and evaluation of the question.</p>	<p>(1 mark) Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there is little or no usage of conceptual vocabulary. There is minimal evidence with points often being unconnected and little attempt to address the task in hand.</p>

ASSESSMENT UNIT 2			
Question 1(c)			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
1 (c) 16 marks (10.1)	With reference to any campaign known to you, examine the reasons for the apparent increase in direct action campaigning.		
Level 3	(4-5 marks) Answers in this band demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. The campaign is clearly identified as is its use of direct action methods. Examples may be quoted of alternative protest methods.	(5-7 marks) Answers in this band are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The role of the media may be discussed as is the decline in party political participation and the success of many single issue groups in attracting the idealism of young people.	(4 marks) Answers are characterised by excellent grammar and expression. There are few, if any errors of spelling and punctuation. Arguments logically and explicitly address the question. Arguments are developed with reference to evidence in fluent and lucid English with a wide conceptual vocabulary and appropriate to the study of Citizenship.
Level 2	(2-3 marks) Answers in this band demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. The response includes examples of direct action.	(3-4 marks) Answers in this band are characterised by a reasonable explanation, analysis and evaluation of the question but the response lacks either range or depth of understanding of the issues.	(2-3 marks) Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence usually related and appropriate to the study of Citizenship.

ASSESSMENT UNIT 2			
Question 1(c)			
1(c)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 1	<p>(1 mark) Answers in this band demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated or developed into the response.</p>	<p>(1-2 marks) Answers in this band are characterised by a partial explanation, with limited analysis and evaluation of the question.</p>	<p>(1 mark) Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there is little or no usage of conceptual vocabulary. There is minimal evidence with points often being unconnected and little attempt to address the task in hand.</p>

ASSESSMENT UNIT 2			
Question 2(a)			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
2 (a) 10 marks (10.2)	Briefly examine some of the benefits of ‘local government’.		
Level 3	(3-4 marks) Answers in this band demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. The term local government is explained using a range of examples from a parish council to the GLA. Benefits like local accountability and provision of services are mentioned.	(3-4 marks) Answers in this band are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The benefits to the citizen are related to local provision and accountability and participation in the political process. For the State it is a successful means of delivering services locally.	(2 marks) Answers are characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation. Arguments in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence usually related and appropriate to the study of Citizenship.
Level 2	(2 marks) Answers in this band demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. The response includes several examples of councils and services provided.	(2 marks) Answers in this band are characterised by a reasonable explanation, analysis and evaluation of the question. Some examples of the benefits of local government are discussed.	

ASSESSMENT UNIT 2			
Question 2(a)			
2(a)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 1	<p>(1 mark) Answers in this band demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response.</p>	<p>(1 mark) Answers in this band are characterised by a partial explanation, with limited analysis and evaluation of the question.</p>	<p>(1 mark) Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there is little or no usage of a conceptual vocabulary. There is minimal evidence with points often being unconnected and little attempt to address the task in hand.</p>

ASSESSMENT UNIT 2			
Question 2(b)			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
2 (b) 20 marks (10.3)	“The media are too powerful in setting the political agenda in the United Kingdom.” Evaluate this claim using examples.		
Level 3	(6-8 marks) Answers in this band demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. The term media is fully explained and forms of the new media may be included. Clear examples of media campaigns will be mentioned, e.g. the Euro, name and shame.	(6-8 marks) Answers in this band are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The response covers a range of media and clearly distinguishes their differing powers of influence, i.e. TV v the press. The political agenda relates to both policy direction and the popularity of political parties and leaders. The role of spin doctors may be mentioned. A clear conclusion is drawn.	(3-4 marks) Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments are logically 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.
Level 2	(3-5 marks) Answers in this band demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. The response includes examples and a limited attempt to define the term media.	(3-5 marks) Answers in this band are characterised by a reasonable explanation, analysis and evaluation of the question. The response contains numerous examples but points are not always developed.	(2 marks) Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence usually related and appropriate to the study of Citizenship.

ASSESSMENT UNIT 2			
Question 2(b)			
2(b)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 1	<p>(1-2 marks) Answers in this band demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response.</p>	<p>(1-2 marks) Answers in this band are characterised by a partial explanation, with limited analysis and evaluation of the question.</p>	<p>(1 mark) Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there is little or no usage of conceptual vocabulary. There is minimal evidence with points often being unconnected and little attempt to address the task in hand.</p>

ASSESSMENT UNIT 2			
Question 3(a)			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
3 (a) 10 marks (10.2)	Briefly examine the case in favour of changing the ‘first past the post’ system for electing Members of Parliament to a system based on proportional representation.		
Level 3	(3-4 marks) Answers in this band demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. The response clearly indicates how the first past the post system operates. Differing PR systems may be discussed as well as the alternative systems already operating for different levels of government in the UK.	(3-4 marks) Answers in this band are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The response discusses the nature of the mandate, the formation of governments, and the nature of representative democracy. Comparisons may be made with other countries that use PR systems. The Jenkins Report may be mentioned.	(2 marks) Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence usually related and appropriate to the study of Citizenship.
Level 2	(2 marks) Answers in this band demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. The response may include a range of examples of different systems.	(2 marks) Answers in this band are characterised by a reasonable explanation, analysis and evaluation of the question and possibly a discussion of the concept of fairness and the voting system.	

ASSESSMENT UNIT 2			
Question 3(a)			
3(a)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 1	<p>(1 mark) Answers in this band demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response.</p>	<p>(1 mark) Answers in this band are characterised by a partial explanation, with limited analysis and evaluation of the question.</p>	<p>(1 mark) Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there is little or no usage of conceptual vocabulary. There is minimal evidence with points often being unconnected and little attempt to address the task in hand.</p>

ASSESSMENT UNIT 2			
Question 3(b)			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
3 (b) 20 marks (10.3)	Examine and assess some of the reasons for the decline in voter turnout in recent elections.		
Level 3	(6-8 marks) Answers in this band demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. The account mentions general elections, but may also quote local government, devolved, and Euro-elections. The reasons cover a broad spectrum, e.g. lack of interest, difficulty in voting, not engaged by voting, lack of political differences nationally.	(6-8 marks) Answers in this band are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The response discusses the nature of contemporary political life. Voter turnout may be linked to growth in other forms of political activity, e.g. demonstration. The way governments have approached the issue may be discussed.	(3-4 marks) Answers are characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation. Arguments logically and explicitly address the question. Arguments are developed with reference to evidence in fluent lucid English with a wide conceptual vocabulary appropriate to the study of Citizenship.
Level 2	(3-5 marks) Answers in this band demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. There is some attempt to link examples of apathy to different voting situations.	(3-5 marks) Answers in this band are characterised by a reasonable explanation, analysis and evaluation of the question. The response gives several reasons for voter decline but some points are not fully analysed.	(2 marks) Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence usually related and appropriate to the study of Citizenship.

ASSESSMENT UNIT 2			
Question 3(b)			
3(b)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 1	<p>(1-2 marks) Answers in this band demonstrate limited knowledge of the topic. Examples may be quoted but not fully integrated into the response.</p>	<p>(1-2 marks) Answers in this band are characterised by a partial explanation, with limited analysis and evaluation of the question.</p>	<p>(1 mark) Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there is little or no usage of a conceptual vocabulary. There is minimal evidence with points often being unconnected and little attempt to address the task in hand.</p>