

GCE 2004
June Series



Mark Scheme

Social Science: Citizenship *AS Unit 1: The Citizen and the State* *(SSCI)*

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 from:

Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA
Tel: 0161 953 1170

or

download from the AQA website: www.aqa.org.uk

Copyright © 2004 AQA and its licensors

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales 3644723 and a registered charity number 1073334. Registered address AQA, Devas Street, Manchester. M15 6EX.

Dr Michael Cresswell Director General

CRITERIA FOR MARKING ADVANCED SUBSIDIARY SOCIAL SCIENCE: CITIZENSHIP

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 MATRIX

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Level 3	<p>Answers are characterised by a thorough and wide ranging knowledge of appropriate literature. An excellent depth and breadth of relevant evidence.</p> <p>An excellent understanding of relevant theories, terms, concepts and evidence is displayed. A full awareness of contemporary debates and issues is in evidence.</p>	<p>Answers are characterised by explicit and detailed evaluation of relevant theories, terms, concepts and/or evidence. Problems are fully and explicitly addressed and decisions are fully and appropriately justified.</p>	<p>Answers are characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation.</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>
Level 2	<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. Problems are partially addressed and decisions tend towards implicit justification.</p>	<p>Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence, usually related and appropriate to the study of Citizenship.</p>
Level 1	<p>Answers are characterised by either a very simple understanding of relevant theories, concepts and evidence and/or common-sense anecdotal assertions. Another characteristic of this level is the lack of knowledge of appropriate literature. Minimal relevant evidence, lacking in appropriate depth and breadth, is also consistent with this level. Answers are also characterised by a lack of awareness of contemporary debates and issues.</p>	<p>Answers are characterised by a simplistic evaluation of relevant theories, terms, concepts and/or evidence. Problems are either not, or only implicitly, addressed and decisions, if any, tend to be justified in ‘of course’ terms.</p>	<p>Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there is little or no usage of a conceptual vocabulary. Evidence is minimal, with points often being unconnected, and there is little attempt to address the task in hand.</p>

ASSESSMENT UNIT 1 Question 1(a)			
1(a)	Explain what is meant by the statement that “Lay magistrates clog up the system” (Source A). <i>(4 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 2	(3 - 4 marks) Answers in this level fully explain that lay magistrates tend to send cases to Crown Court because they wrongly believe that they have insufficient sentencing power, whereas in fact the Crown Court in such cases usually passes a sentence within the magistrates’ range.		
Level 1	(1 - 2 marks) Answers in this level give a partial explanation of the statement.		

ASSESSMENT UNIT 1 Question 1(b)			
1(b)	Briefly examine the role of the jury in a “jury trial” (Source A). <i>(10 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	<p>(3 marks) Answers in this level demonstrate a good depth of knowledge and understanding of the role of the jury in a criminal trial, e.g. it is the sole judge of fact, representative of local society, etc. It is likely that there is a good reference to appropriate examples.</p>	<p>(4 - 5 marks) Answers in this level are characterised by detailed and explicit assessment, analysis and evaluation of the role of the jury, e.g. its role as judge of fact, the concept of local involvement, its historical and constitutional importance, the opportunity it offers to citizens to become involved in the administration of justice, etc. The discussion is well balanced and a sound conclusion, based on the evidence adduced, is advanced.</p>	<p>(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.</p>
Level 2	<p>(2 marks) Answers in this level demonstrate a reasonable understanding and knowledge of the role of the jury. The response may be supported by examples.</p>	<p>(2 - 3 marks) Answers in this level are characterised by a reasonable assessment, analysis and evaluation of the role of the jury. A conclusion may be reached, but it may not accurately reflect all the evidence adduced.</p>	

ASSESSMENT UNIT 1 Question 1(b) cont'd			
1(b)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 1	<p>(1 mark) Answers in this level demonstrate limited knowledge of the role of the jury. Examples may be quoted, but not fully integrated into the response.</p>	<p>(1 mark) Answers in this level are characterised by a partial assessment and limited analysis and evaluation of the role of the jury. There may be no conclusion, or one which does not reflect the evidence adduced.</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. Evidence is minimal, with points often being unconnected, and there is little attempt to address the task in hand.</p>

ASSESSMENT UNIT 1 Question 1(c)			
1(c)	Assess the advantages and disadvantages of having cases heard by a single District Judge with greater powers than those of lay magistrates. <i>(16 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	<p>(4 - 5 marks) Answers in this level demonstrate a good depth of knowledge and understanding of the differences between lay magistrates and district judges, e.g. more cases dealt with summarily, quicker trials, local trials, but less community involvement, fewer jury trials, etc. The answer may consider the advantages/disadvantages of giving more power to district judges and is supported by good reference to appropriate examples.</p>	<p>(5 - 7 marks) Answers in this level are characterised by detailed and explicit explanation and good evaluation and analysis of the differences between lay magistrates and district judges. They may consider the advantages and disadvantages of the proposed changes, e.g. less status for lay magistrates, cost implications, possible change in the role of the Crown Court, etc. A sound conclusion, based on evidence, is advanced.</p>	<p>(4 marks) Answers are characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation. Arguments are logical and explicitly address the question. Arguments are developed with reference to evidence in fluent and lucid English, with a wide conceptual vocabulary appropriate to the study of Citizenship.</p>
Level 2	<p>(2 - 3 marks) Answers in this level demonstrate a reasonable understanding and knowledge of the differences between lay magistrates and district judges and may explain the advantages and disadvantages of a two-tier magistrates' court. The response may be supported by examples.</p>	<p>(3 - 4 marks) Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the issues. A conclusion may be reached, but it may not accurately reflect all the evidence produced in the answer.</p>	<p>(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.</p>

ASSESSMENT UNIT 1 Question 1(c) cont'd			
1(c)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 1	<p>(1 mark) Answers in this level demonstrate limited knowledge of the concepts and issues. Examples may be quoted, but not fully integrated into the response.</p>	<p>(1 - 2 marks) Answers in this level are characterised by a partial explanation and limited analysis and evaluation of the issues. There may be no conclusion, or a conclusion that is not based on the evidence discussed in the answer.</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. Evidence is minimal, with points often being unconnected, and there is little attempt to address the task in hand.</p>

ASSESSMENT UNIT 1			
Question 2(a)			
2(a)	“The relationship between the citizen and the state should be based on freedom of information.” Briefly discuss this view. <i>(10 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	(3 - 4 marks) Answers in this level demonstrate a good depth of knowledge and understanding of the issues relating to freedom of information, e.g. the need for privacy in some cases, the need for disclosure in others, Human Rights Act implications, etc. The answer is supported by good reference to appropriate examples.	(3 - 4 marks) Answers in this level are characterised by detailed and explicit explanation and good evaluation and analysis of the issues raised by freedom of information. The discussion of these issues is balanced and there is a sound conclusion based on the evidence adduced.	(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 level demonstrate a reasonable understanding and knowledge of the issues. The response may be supported by examples.	(2 marks) Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the issues. A conclusion may be offered, but it may not accurately reflect all the evidence adduced in the answer.	
Level 1	(1 mark) Answers in this level demonstrate limited knowledge of the issues. Examples may be quoted, but not fully integrated into the response, which is likely to be vague and incomplete. Answers based on criminal law should be placed in this level.	(1 mark) Answers in this level are characterised by a partial explanation and limited analysis and evaluation of the issues. There may be no conclusion, or a conclusion that is not based on the evidence discussed in the answer.	
			(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. Evidence is minimal, with points often being unconnected, and there is little attempt to address the task in hand.

ASSESSMENT UNIT 1			
Question 2(b)			
2(b)	Assess the view that the Citizen’s Charter has had no significant impact on people’s day-to-day lives. <i>(20 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	(6 - 8 marks) Answers in this level demonstrate a good depth of knowledge and understanding of the role of the Citizen’s Charter. Some answers may focus on one of the individual charters. In this wide question all valid and relevant material should be credited. The answer is supported by good reference to appropriate examples.	(6 - 8 marks) Answers in this level are characterised by detailed and explicit explanation and good evaluation and analysis of material that both supports and opposes the view expressed in the question. The discussion is well balanced. There is a sound conclusion based on the evidence adduced.	(3 - 4 marks) 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.
Level 2	(3 - 5 marks) Answers in this level demonstrate a reasonable understanding and knowledge of the issues. The response may be supported by examples.	(3 - 5 marks) Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the issues. A conclusion may be offered, but it may not accurately reflect all the evidence adduced in the answer.	(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 1 Question 2(b) cont'd			
2(b)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 1	<p>(1 - 2 marks) Answers in this level demonstrate limited knowledge of the issues. Examples may be quoted, but not fully integrated into the response.</p>	<p>(1 - 2 marks) Answers in this level are characterised by a partial explanation and limited analysis and evaluation of the issues. There may be no conclusion, or a conclusion that is not based on the evidence discussed in the answer.</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. Evidence is minimal, with points often being unconnected, and there is little attempt to address the task in hand.</p>

ASSESSMENT UNIT 1 Question 3(a)			
3(a)	Briefly examine how institutional racism can deprive some citizens of their rights. <i>(10 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	(3 - 4 marks) Answers in this level demonstrate a good depth of knowledge and understanding of the concept of institutionalised racism and demonstrate the effect that it has on the rights of citizens, e.g. in police investigations, in employment, in the courts, etc. There is likely to be reference to the Stephen Lawrence case, although this is not essential. The answer is supported by appropriate examples.	(3 - 4 marks) Answers in this level are characterised by detailed and explicit explanation and good evaluation and analysis of the concept of institutionalised racism and the effect that it has on the rights of citizens. There is a sound conclusion based on the evidence adduced.	(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 level demonstrate a reasonable understanding and knowledge of the issues. The response is supported by examples.	(2 marks) Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the issues raised by the question. A conclusion may be offered, but it may not accurately reflect the evidence adduced in the answer.	

ASSESSMENT UNIT 1 Question 3(a) cont'd			
3(a)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 1	<p>(1 mark) Answers in this level demonstrate limited knowledge of the issues. Examples may be quoted, but not fully integrated into the response.</p>	<p>(1 mark) Answers in this level are characterised by a partial explanation and limited analysis and evaluation of the issues raised by the question. There may be no conclusion, or a conclusion that is not based on the evidence discussed in the answer.</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. Evidence is minimal, with points often being unconnected, and there is little attempt to address the task in hand.</p>

ASSESSMENT UNIT 1 Question 3(b)			
3(b)	Assess the view that active citizens should be as concerned with duties as with rights. <i>(20 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	<p>(6 - 8 marks) Answers in this level demonstrate a good depth of knowledge and understanding of the concept of active citizenship in the context of rights and duties. In this wide question, candidates may be expected to draw on a broad range of material and it is not possible to be prescriptive as to the indicative content. All valid and relevant material should be credited. The answer is supported by appropriate examples.</p>	<p>(6 - 8 marks) Answers in this level are characterised by detailed and explicit explanation and good evaluation and analysis of the issues raised by the concept of active citizenship. Credit should be given for any reasonable discussion of relevant material. There is a balanced and informed assessment of the role of the active citizen in the context of both rights and duties. A reasoned conclusion based on evidence is reached.</p>	<p>(3 - 4 marks) Answers are characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation. Arguments are logical and explicitly address the question. Arguments are developed with reference to evidence in fluent and lucid English, with a wide conceptual vocabulary appropriate to the study of Citizenship.</p>
Level 2	<p>(3 - 5 marks) Answers in this level demonstrate a reasonable understanding and knowledge of the issues. The response is supported by examples.</p>	<p>(3 - 5 marks) Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the issues raised by the question. A conclusion is reached, but it may not accurately reflect the evidence discussed in the answer.</p>	<p>(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.</p>

ASSESSMENT UNIT 1 Question 3(b) cont'd			
3(b)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 1	<p>(1 - 2 marks) Answers in this level demonstrate limited knowledge of the issues. Examples may be quoted, but not fully integrated into the response.</p>	<p>(1 - 2 marks) Answers in this level are characterised by a partial explanation and limited analysis and evaluation of the issues raised by the question. There may be no conclusion, or a conclusion that is not based on the evidence discussed in the answer.</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. Evidence is minimal, with points often being unconnected, and there is little attempt to address the task in hand.</p>