



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCE

## Social Science: Citizenship

### Unit SSC1

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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.

<b>ASSESSMENT UNIT 1</b>			
<b>Question 1(a)</b>			
<b>Question</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communications</b>
<b>1 (a)</b>	Explain <b>two</b> reasons why some citizens might find it difficult to participate fully in “common social activities” ( <b>Source B</b> ). <b>(4 marks)</b>		
<b>Level 2</b>	<b>(3-4 marks)</b> Answers in this band demonstrate a reasonable understanding and knowledge of social exclusion and use the sources to identify two causes (e.g. lack of knowledge of English, disability, etc).		
<b>Level 1</b>	<b>(1-2 marks)</b> Answers in this band demonstrate limited knowledge of the issues.		

<b>ASSESSMENT UNIT 1</b>			
<b>Question 1 (b)</b>			
<b>Question</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communications</b>
<b>1 (b)</b>	Examine some of the arguments for <b>and</b> against the proposed “citizenship classes and language lessons” ( <b>Source A</b> ). <b>(10 marks)</b>		
<b>Level 3</b>	<p><b>(3-4 marks)</b> Answers in this band examine the arguments in favour of the proposed classes (e.g. improving community relations, developing a better understanding of the rights and duties of citizens, reducing the risk of social exclusion, etc) and the arguments against the proposal (e.g. state interference, risk of alienating new citizens, suggestions of “nanny” state etc) and demonstrate a good depth of knowledge and understanding of the issues There is likely to be reference to examples</p>	<p><b>(3-4 marks)</b> Answers in this band are characterized by detailed and explicit explanation and assessment and a good analysis and evaluation of the arguments for and against the proposals. If examples are given they are appropriate and relevant. The argument is well balanced. A conclusion based on the evidence may be advanced.</p>	<p><b>(2 marks)</b>  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, 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 band demonstrate a reasonable depth and/or breadth of understanding of the arguments. The response may be supported by examples.</p>	<p><b>(2 marks)</b> Answers in this band are characterised by a reasonable explanation, analysis and evaluation of arguments for and against the proposal. A conclusion may be advanced.</p>	

<b>ASSESSMENT UNIT 1</b>			
<b>Question 1 (b)</b>			
<b>Question</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communications</b>
<b>1(b) (contd.)</b>	Examine some of the arguments for <b>and</b> against the proposed “citizenship classes and language lessons” ( <b>Source A</b> ). <b>(10 marks)</b>		
<b>Level 1</b>	<p><b>(1 mark)</b> Answers in this band demonstrate limited knowledge of the issues and understanding of the issues. Examples may be quoted, but not fully integrated into the response.</p>	<p><b>(1 mark)</b> Answers in this band are characterized by a partial explanation, with limited analysis and evaluation of the issues.</p>	<p><b>(1 mark)</b> Answers are characterized 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>

<b>ASSESSMENT UNIT 1</b>			
<b>Question 1(c)</b>			
<b>Question</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communications</b>
<b>1 (c)</b>	Critically examine how far the state protects the rights of citizens as employees <b>or</b> as consumers of state services. <b>(16 marks)</b>		
<b>Level 3</b>	<b>(4-5 marks)</b> Answers in this band demonstrate a good depth and/or breadth of knowledge and understanding of the protection offered to employees and consumers of state services (e.g. a sound explanation of the role of the citizen and the role of the state). The answer is supported by appropriate examples.	<b>(5-7 marks)</b> Answers in this band are characterized by detailed and explicit explanation and good evaluation and analysis of both the concept of the citizen as an employee or as consumer of the state's services and the role of both citizen and state in the relationship. Credit is given for any reasonable analysis and evaluation of the issues. A sound conclusion, based on the evidence adduced, is advanced.	<b>(4 marks)</b> Answers are characterized 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.
<b>Level 2</b>	<b>(2-3 marks)</b> Answers in this band demonstrate a reasonable understanding and knowledge of the concepts and issues. The response is probably supported by examples.	<b>(3-4 marks)</b> Answers in this band are characterised by a reasonable explanation, analysis and evaluation of the issues. A conclusion is probably advanced.	<b>(2-3 marks)</b> 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, are developed with some reference to evidence usually related and appropriate to the study of Citizenship.

<b>ASSESSMENT UNIT 1</b>			
<b>Question 1(c)</b>			
<b>Question</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>1 (c) (contd.)</b>	Critically examine how far the state protects the rights of citizens as employees <b>or</b> as consumers of state services. <b>(16 marks)</b>		
<b>Level 1</b>	<b>(1 mark)</b> Answers in this band demonstrate limited knowledge of concepts and issues. Examples may be quoted, but not fully integrated into the response.	<b>(1-2 marks)</b> Answers in this band are characterised by a partial explanation, with limited analysis of the issues.	<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 a conceptual vocabulary. There is minimal evidence with points often being unconnected and little attempt to address the task in hand.

<b>ASSESSMENT UNIT 1</b>			
<b>Question 2(a)</b>			
<b>Question</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communications</b>
<b>2 (a)</b>	Using <b>at least one</b> example, explain how the state provides for the welfare of its citizens. <b>(10 marks)</b>		
<b>Level 3</b>	<p><b>(3-4 marks)</b> Answers in this band demonstrate a good depth of knowledge and understanding of how the state approaches the task of providing welfare and the issues of how that should be done – e.g. the relationship between charities and the state; the extent and limits of ‘welfare’; the role of the individual, etc. The answer is supported by at least one appropriate example.</p>	<p><b>(3–4 marks)</b> Answers in this band are characterised 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.</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 band demonstrate a reasonable understanding and knowledge of the issues involved in providing at least one type of welfare. The response is supported by at least one example.</p>	<p><b>(2marks)</b> Answers in this band are characterised by a reasonable explanation, analysis and evaluation of the difficulty of formulating a definition of welfare, although this is not necessary.</p>	



<b>ASSESSMENT UNIT 1</b>			
<b>Question 2(a)</b>			
<b>Question</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>2(a) (contd.)</b>	Using at least <b>one</b> example, explain how the state provides for the welfare of its citizens. <b>(10 marks)</b>		
<b>Level 1</b>	<p><b>(1 mark)</b> Answers in this band 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.</p>	<p><b>(1 mark)</b> Answers in this band are characterised by a partial explanation, with limited analysis and evaluation of the issues.</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 a conceptual vocabulary. There is minimal evidence with points often being unconnected and little attempt to address the task in hand.</p>

<b>ASSESSMENT UNIT 1</b>			
<b>Question 2(b)</b>			
<b>Question</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communications</b>
<b>2 (b)</b>	Explain what is meant by the term ‘active welfare state’ and consider whether there is an active welfare state in Britain. <b>(20 marks)</b>		
<b>Level 3</b>	<b>(6-8 marks)</b> Answers in this band demonstrate a good depth and/or breadth 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. There is a clear and succinct explanation of the concept of the active welfare state. The answer is supported by appropriate examples.	<b>(6-8 marks)</b> Answers in this band are characterised by detailed and explicit explanation and good evaluation and analysis of the concept of ‘active’ welfare state and of how the government has changed the emphasis in the allocation of benefits to encourage recipients to take responsibility for themselves and to get out if benefits – sometimes characterized as a “hand up” rather than a “hand out”. A sound conclusion based on the evidence is advanced.	<b>(3-4 marks)</b> Answers are characterised by reasonably good 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.
<b>Level 2</b>	<b>(3-5 marks)</b> Answers in this band demonstrate a reasonable understanding and knowledge of the issues. The response may be supported by examples.	<b>(3-5 marks)</b> Answers in this band are characterised by a reasonable explanation, analysis and evaluation of the issues. There is likely to be a conclusion.	<b>(2 marks)</b> 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, are developed with some reference to evidence usually related and appropriate to the study of Citizenship.

<b>ASSESSMENT UNIT 1</b>			
<b>Question 2(b)</b>			
<b>Question</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>2 (b) (contd.)</b>	Explain what is meant by the term ‘active welfare state’ and consider whether there is an active welfare state in Britain today. <b>(20 marks)</b>		
<b>Level 1</b>	<b>(1-2 marks)</b> Answers in this band demonstrate limited knowledge of the issues. Examples may be quoted, but not fully integrated into the response.	<b>(1-2 marks)</b> Answers in this band are characterised by a partial explanation, with limited analysis and evaluation of the issues.	<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 a conceptual vocabulary. There is minimal evidence with points often being unconnected and little attempt to address the task in hand.

<b>ASSESSMENT UNIT 1</b>			
<b>Question 3(a)</b>			
<b>Question</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communications</b>
<b>3 (a)</b>	Briefly explain how the jury system provides opportunities for active citizenship. <b>(10 marks)</b>		
<b>Level 3</b>	<b>(3-4 marks)</b> Answers in this band demonstrate a good depth and/or breadth of knowledge and understanding of the function and purpose of a jury, the role of the citizen called to do jury service and how this characterizes the active citizen, playing a positive part in community affairs. The answer is supported by appropriate examples.	<b>(3-4 marks)</b> Answers in this band are characterised by detailed and explicit explanation and good evaluation and analysis of the purpose and function of a jury and of the role of the citizen called to do jury service. There is a critical analysis of the extent to which this typifies the “active” citizen. There may be some reference to rights and duties, but this is not necessary for full marks.	<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.
<b>Level 2</b>	<b>(2 marks)</b> Answers in this band demonstrate a reasonable understanding and knowledge of the issues. The response may be supported by examples.	<b>(2 marks)</b> Answers in this band are characterised by a reasonable explanation, analysis and evaluation of the issues raised by the question.	
<b>Level 1</b>	<b>(1 mark)</b> Answers in this band demonstrate limited knowledge of the issues. Examples may be quoted, but not fully integrated into the response.	<b>(1 mark)</b> Answers in this band are characterised by a partial explanation and limited analysis and evaluation of the issues raised by the question.	<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 a conceptual vocabulary. There is minimal evidence with points often being unconnected and little attempt to address the task in hand.

<b>ASSESSMENT UNIT 1</b>			
<b>Question 3(b)</b>			
<b>Question</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communications</b>
<b>3 (b)</b>	<p>“The law claims to balance the need for the police to have sufficient powers to investigate crime with the need to protect the liberties of the citizen”.</p> <p>Assess how far this has been successfully achieved. <b>(20 marks)</b></p>		
<b>Level 3</b>	<p><b>(6-8 marks)</b> Answers in this band demonstrate a good depth and/or breadth of knowledge and understanding of the balance between rights of the individual to come and go, etc as he/she pleases with the need to give the police sufficient power to adequately prevent crime and apprehend those who commit crime e.g. the power of stop and search and arrest and detention. The answer is supported by appropriate examples.</p>	<p><b>(6-8 marks)</b> Answers in this band are characterised by detailed and explicit explanation and good evaluation and analysis of the issues – e.g. miscarriages of justice resulting from the abuse of police powers: stereotyping etc. Credit any reasonable discussion of the issues. A sound conclusion based on evidence is advanced.</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. 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>(3-5 marks)</b> Answers in this band demonstrate a reasonable understanding and knowledge of the issues. The response is supported by examples.</p>	<p><b>(3-5 marks)</b> Answers in this band 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><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>ASSESSMENT UNIT 1</b>			
<b>Question 3(b)</b>			
<b>Question</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communications</b>
<b>3 (b) (contd.)</b>	<p>“The law claims to balance the need for the police to have sufficient powers to investigate crime with the need to protect the liberties of the citizen”.</p> <p>Assess how far this has been successfully achieved. <b>(20 marks)</b></p>		
<b>Level 1</b>	<p><b>1-2 marks</b></p> <p>Answers in this band demonstrate limited knowledge of the issues. Examples may be quoted, but not fully integrated into the response.</p>	<p><b>1-2 marks</b></p> <p>Answers in this band are characterised by a partial explanation, with limited analysis and evaluation of the issues raised by the question.</p>	<p><b>1 mark</b></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. There is minimal evidence with points often being unconnected and little attempt to address the task in hand.</p>