



## General Certificate of Education

# Social Science: Citizenship 5101

*SSC1 The Citizen and the State*

## Mark Scheme

*2005 examination – June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

## **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.

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**ASSESSMENT MATRIX**

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 3</b>	<p>Answers are characterised by a thorough and wide ranging knowledge of appropriate literature. An excellent depth and breadth of relevant evidence.</p> <p>An excellent understanding of relevant theories, terms, concepts and evidence is displayed. A full awareness of contemporary debates and issues is in evidence.</p>	<p>Answers are characterised by an 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>
<b>Level 2</b>	<p>Answers are characterised by a good knowledge of appropriate literature.</p> <p>Some relevant evidence in reasonable depth and breadth. A good understanding of relevant theories, terms, concepts and evidence is displayed.</p> <p>A reasonable awareness of contemporary debates and issues is in evidence.</p>	<p>Answers are characterised by some evaluation of relevant theories, terms, concepts and/or evidence although this may be implicit at times.</p> <p>Problems are partially addressed and decisions tend towards implicit justification.</p>	<p>Answers are characterised by reasonably good grammar and expression.</p> <p>There are occasional errors of spelling and punctuation.</p> <p>Arguments, in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence, usually related and appropriate to the study of Citizenship.</p>
<b>Level 1</b>	<p>Answers are characterised by either a very simple understanding of relevant theories, concepts and evidence and/or common-sense anecdotal assertions. 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.</p> <p>Problems are either not, or only implicitly, addressed and decisions, if any, tend to be justified in 'of course' terms.</p>	<p>Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. 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>

## The Citizen and the State SSC1

<b>ASSESSMENT UNIT 1</b>			
<b>Question 1(a)</b>			
<b>1(a)</b>	Using the source, briefly outline <b>two</b> reasons why the Universal Declaration of Human Rights was ‘a remarkable achievement’. <span style="float: right;"><i>(4 marks)</i></span>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 2</b>	<p><b>(3 – 4 marks)</b></p> <p>Answers in this level accurately identify two reasons identified in the source:</p> <ul style="list-style-type: none"> <li>(i) reliance placed on the Declaration by the world community;</li> <li>(ii) it was the first international document in which rights to be given to all people were set out;</li> <li>(iii) passage of time;</li> <li>(iv) passed “without a single vote against”.</li> </ul> <p>Give a brief, coherent outline of why each of the reasons selected made the UDHR ‘a remarkable achievement’.</p> <p><b>NB</b> 3 marks for correctly identifying two reasons but only outlining one of them, or offering inaccurate and vague outlines of both.</p>		

<b>ASSESSMENT UNIT 1</b> <b>Question 1(a) cont'd</b>			
<b>1(a)</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 1</b>	<b>(1 – 2 marks)</b> Answers in this level <i>either</i> (i) accurately identify and briefly outline one of the reasons; <i>or</i> (ii) identify two reasons but offer no outline of either of them.		

<b>ASSESSMENT UNIT 1</b>			
<b>Question 1(b)</b>			
<b>1(b)</b>	Briefly examine some of the ways in which the Human Rights Act 1998 has given legally enforceable human rights to UK citizens. <span style="float: right;"><i>(10 marks)</i></span>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(3 – 4 marks)</b> Answers in this level demonstrate a good depth of knowledge and understanding of the relevant provisions of the Human Rights Act 1998, eg the incorporation of the European Convention of Human Rights (ECHR) into UK law thus making the rights contained in the ECHR part of UK law; the requirement to interpret statutes to make them compatible with the ECHR where possible; access to the UK courts, etc. It is likely that there is good reference to appropriate examples.</p>	<p><b>(3 – 4 marks)</b> Answers in this level are characterised by a detailed and explicit assessment, analysis and evaluation of the role and scope of the relevant sections of the Human Rights Act 1998 and an informed consideration of their effectiveness in implementing the ECHR. The discussion is well balanced and a sound conclusion based on the evidence adduced is advanced.</p>	<p><b>(2 marks)</b> Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence, usually related and appropriate to the study of Citizenship.</p>
<b>Level 2</b>	<p><b>(2 marks)</b> Answers in this level demonstrate a reasonable understanding and knowledge of the relevant provisions of the Human Rights Act 1998. The response may be supported by examples.</p>	<p><b>(2 marks)</b> Answers in this level are characterised by a reasonable assessment, analysis and evaluation of the role and scope of the Human Rights Act 1998. A conclusion may be reached, but it may not accurately reflect all the evidence adduced.</p>	

<b>ASSESSMENT UNIT 1</b> <b>Question 1(b) cont'd</b>			
<b>1(b)</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 1</b>	<p><b>(1 mark)</b> Answers in this level demonstrate a limited knowledge of the role and scope of the Human Rights Act 1998. Examples may be quoted, but not fully integrated into the response.</p>	<p><b>(1 mark)</b> Answers in this level are characterised by a partial assessment and limited analysis and evaluation of the role and scope of the Human Rights Act 1998. There may be no conclusion, or one which does not reflect the evidence adduced.</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 1(c)</b>			
<b>1(c)</b>	“Active citizenship is only possible if people have access to basic human rights.” Discuss this view. <i>(16 marks)</i>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(4 – 5 marks)</b> Answers in this level demonstrate a good depth of knowledge and understanding of how and/or to what extent (if at all) active citizenship depends on access to human rights, eg the extent to which free speech or the right to a fair trial or freedom of association is intrinsic in active citizenship. In this broad question it is not possible or desirable to be prescriptive and all meritorious points will be given credit. The answer is supported by good reference to appropriate examples.</p>	<p><b>(5 – 7 marks)</b> Answers in this level are characterised by a detailed and explicit explanation and a good evaluation and analysis of whether or not, or to what extent, being an active citizen depends on accessing (and perhaps exercising) one’s human rights. Answers in this level are probably illustrated by sound and appropriate examples. A sound conclusion, based on evidence adduced in the answer, are advanced.</p>	<p><b>(4 marks)</b> Answers are characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation. Arguments are logical and explicitly address the question. Arguments are developed with reference to evidence in fluent and lucid English, with a wide conceptual vocabulary appropriate to the study of Citizenship.</p>
<b>Level 2</b>	<p><b>(2 – 3 marks)</b> Answers in this level demonstrate a reasonable understanding and knowledge of the problems and issues. The response may be supported by examples.</p>	<p><b>(3 – 4 marks)</b> 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><b>(2 – 3 marks)</b> Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence, usually related and appropriate to the study of Citizenship.</p>



<b>ASSESSMENT UNIT 1</b> <b>Question 1(c) cont'd</b>			
<b>1(c)</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 1</b>	<p><b>(1 mark)</b> Answers in this level demonstrate a limited knowledge of the problems and issues. Examples may be quoted, but not fully integrated into the response.</p>	<p><b>(1 – 2 marks)</b> Answers in this level are characterised by a partial explanation and a 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><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(a)</b>			
<b>2(a)</b>	Briefly examine, using examples, some of the different forms that welfare can take. <i>(10 marks)</i>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(3 – 4 marks)</b> Answers in this level demonstrate a good depth of knowledge and understanding of the various meanings of welfare, the different forms that it can take, and the scope of the concept, eg the various potential sources of welfare, such as: the family, the state, the private sector, the voluntary sector; competing views on the state’s approach to welfare (eg ‘hand up’ or ‘hand out’). Some candidates may deal with particular issues in one area of welfare that this is equally acceptable. The answer is supported by good reference to appropriate examples.</p>	<p><b>(3 – 4 marks)</b> Answers in this level are characterised by a detailed and explicit explanation and good evaluation and analysis of the problems involved in defining welfare, e.g. the range of potential sources, the means of delivery, conflicting political and social theories of welfare.</p> <p>Any relevant and coherent discussion on these issues should be credited. It is likely that good examples will be given and incorporated into the answer.</p> <p>There is a sound conclusion based on the evidence adduced.</p>	<p><b>(2 marks)</b> Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence usually related and appropriate to the study of Citizenship.</p>
<b>Level 2</b>	<p><b>(2 marks)</b> Answers in this level demonstrate a reasonable understanding and knowledge of the issues. The response may be supported by examples.</p>	<p><b>(2 marks)</b> 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.</p>	

<b>ASSESSMENT UNIT 1</b> <b>Question 2(a) cont'd</b>			
<b>2(a)</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 1</b>	<p><b>(1 mark)</b> Answers in this level demonstrate a limited knowledge of the changes brought about by the issues. Examples may be cited, but not fully integrated into the response, which is likely to be vague and incomplete.</p>	<p><b>(1 mark)</b> Answers in this level are characterised by a partial explanation and a 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><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>2(b)</b>	“Lay magistrates are an essential part of the British legal system.” Assess this view. <i>(20 marks)</i>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(6 – 8 marks)</b> Answers in this level demonstrate a good depth of knowledge and understanding of the issues, eg lay magistrates as representative of society; preventing elitism in the magistrates’ court; doubts as to their efficiency and motives; age, class, etc; the suitability of the alternatives; the Auld Report. In this wide question all valid and relevant material should be credited. The answer is probably supported by good reference to appropriate examples.</p>	<p><b>(6 – 8 marks)</b> Answers in this level are characterised by a detailed and explicit explanation and a good evaluation and analysis of arguments that support or oppose the use of lay magistrates. There may be an evaluation of district judges as an alternative and/or a consideration of the proposals in the Auld Report, but this is not necessary for full marks. The discussion is well balanced. There is a sound conclusion based on the evidence adduced.</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 level demonstrate a reasonable understanding and knowledge of the issues. The response may be supported by examples.</p>	<p><b>(3 – 5 marks)</b> 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.</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 2(b) cont'd</b>			
<b>2(b)</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 1</b>	<p><b>(1 – 2 marks)</b> Answers in this level demonstrate a limited knowledge of the issues. Examples may be quoted, but not fully integrated into the response.</p>	<p><b>(1 – 2 marks)</b> Answers in this level are characterised by a partial explanation and a 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><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 3(a)</b>			
<b>3(a)</b>	Briefly examine how the State tries to protect people suspected of crime from abuse of power by the police. <i>(10 marks)</i>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<b>(3 – 4 marks)</b> Answers in this level demonstrate a good depth of knowledge and understanding of the constraints imposed on the police, e.g. by common law; by PACE; by the Criminal Justice and Public Order Act 1994; or by similar legislation. Credit should be given for all relevant material. The answer is supported by appropriate examples.	<b>(3 – 4 marks)</b> Answers in this level are characterised by a detailed and explicit explanation and good evaluation and analysis of the constraints imposed on the police and by the power conferred on them. All relevant evaluative comments should be credited. There is a sound conclusion based on the evidence adduced.	<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 level demonstrate a reasonable understanding and knowledge of the issues. The response is probably supported by examples.	<b>(2 marks)</b> 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.	

<b>ASSESSMENT UNIT 1</b>			
<b>Question 3(a)</b>			
<b>3(a)</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 1</b>	<p><b>(1 mark)</b> Answers in this level demonstrate a limited knowledge of the issues. Examples may be quoted, but not fully integrated into the response.</p>	<p><b>(1 mark)</b> Answers in this level are characterised by a partial explanation and a 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><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 3(b)</b>			
<b>3(b)</b>	<p>“All students should be made to study citizenship as part of the school curriculum.” Assess this claim. <span style="float: right;"><i>(20 marks)</i></span></p>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(6 – 8 marks)</b> Answers in this level demonstrate a good depth of knowledge and understanding of, for example, the contemporary debate about the nature of citizenship; the benefits conferred by a study of it; and whether or not compulsory study of it would be a benefit. In this wide question candidates may draw on a range of material and/or experiences 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><b>(6 – 8 marks)</b> Answers in this level are characterised by a detailed and explicit explanation and a good evaluation and analysis of the issues raised by making the teaching of citizenship compulsory. Credit will be given for discussion of relevant material. There is a balanced and informed assessment of freedom of information and of the restrictions placed on it. A reasoned conclusion based on evidence is reached.</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 level 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 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><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) cont'd</b>			
<b>3(b)</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 1</b>	<p><b>(1 – 2 marks)</b> Answers in this level demonstrate a limited knowledge of the issues. Examples may be quoted, but not fully integrated into the response.</p>	<p><b>(1 – 2 marks)</b> Answers in this level are characterised by a partial explanation and a 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><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>