

GCE 2005  
*January Series*



# Mark Scheme

## Social Science: Citizenship

*AS Unit 2: The Citizen and the Political Process (SSC2)*

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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.

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## **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

	<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 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. 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>
<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. 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>

<b>ASSESSMENT UNIT 2</b>			
<b>Question 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>1(a)</b>	Identify from <b>Source A</b> <b>one</b> trend with regard to the membership of political parties <b>and one</b> with regard to the membership of pressure groups. <span style="float: right;"><i>(4 marks)</i></span>		
<b>Level 2</b>	<p><b>(3 – 4 marks)</b> Answers in this level demonstrate a reasonable depth and understanding of both sets of data.</p> <p>The response identifies two trends, e.g. overall decline in political membership and overall increased membership of pressure groups. Trends can be identified either across or within the time span.</p>		
<b>Level 1</b>	<p><b>(1 – 2 marks)</b> Answers in this level demonstrate limited knowledge of the topic. Only one complete or two partial trends are identified.</p>		

<b>ASSESSMENT UNIT 2</b>			
<b>Question 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>1(b)</b>	Briefly examine some of the ways in which ordinary members can influence their party's policies. <i>(10 marks)</i>		
<b>Level 3</b>	<p><b>(3 – 4 marks)</b> Answers in this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples of the role of members of political parties.</p> <p>Some knowledge is shown of some of the three major parties. The role of members within the local party and at national conferences.</p>	<p><b>(3 – 4 marks)</b> Answers in this level are characterised by a detailed and explicit explanation and good analysis and evaluation of the question. The response deals with the role of members in each of the three major UK parties. The extent of member influence is discussed, the degree of involvement will be examined, i.e. Old Labour Conferences versus New Labour and consultation. The increasing but still limited involvement in the Conservative Party and the decision making powers of the Liberal Democrat Conference.</p>	<p><b>(2 marks)</b> Answers in this level 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 depth and/or breadth of knowledge and understanding of the topic. The response includes examples of party policy and how the members have been involved in the process. The response relates to at least two political parties.</p>	<p><b>(2 marks)</b> Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question.</p> <p>Understanding is shown of the role of members of political parties, and some comment is made regarding the extent of this influence.</p>	

<b>ASSESSMENT UNIT 2</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 limited knowledge of the topic. 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, limited analysis and evaluation of the question.</p>	<p><b>(1 mark)</b> Answers in this level are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation.</p> <p>Although some arguments may be developed, there is little or no usage of conceptual vocabulary.</p> <p>There is minimal evidence, with points often being unconnected, and little attempt to address the task in hand.</p>

<b>ASSESSMENT UNIT 2</b>			
<b>Question 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>1(c)</b>	Assess the reasons why some active citizens may prefer to join pressure groups rather than political parties. <i>(16 marks)</i>		
<b>Level 3</b>	<p><b>(4 – 5 marks)</b> Answers in this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. Knowledge shown of the current interest in single interest groups. The image of political parties is discussed. The lack of policy differences between parties is mentioned.</p>	<p><b>(5 – 7 marks)</b> Answers in this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The issue of single issue campaigning is discussed and the broad nature of political parties is evaluated. The conclusion is based upon the evidence presented.</p>	<p><b>(4 marks)</b> Answers in this level 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 depth and/or breadth of knowledge and understanding of the topic. Some attempt is made to raise a number of issues relating to political parties and pressure groups.</p>	<p><b>(3 – 4 marks)</b> Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question but the response lacks either a range or depth of understanding of the issues and may only cover one aspect of the question. There is some attempt to draw conclusions from the evidence presented.</p>	<p><b>(2 – 3 marks)</b> Answers in this level 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 2</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 limited knowledge of the topic. 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, limited analysis and evaluation of the question.</p>	<p><b>(1 mark)</b> Answers in this level are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation.</p> <p>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>

<b>ASSESSMENT UNIT 2</b>			
<b>Question 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>2(a)</b>	Referring to a campaign known to you, briefly examine the extent to which it achieved its aims. <i>(10 marks)</i>		
<b>Level 3</b>	<p><b>(3 – 4 marks)</b> Answers in this level demonstrate a good depth and/or breadth of knowledge and understanding of the aims of a particular campaign. These are clearly outlined, as is knowledge of the extent to which these are achieved.</p>	<p><b>(3 – 4 marks)</b> Answers in this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The extent to which the aims of the campaign were achieved is carefully examined and, where appropriate, both successful and unsuccessful outcomes are discussed.</p> <p>The conclusion is based on the evidence presented and will consider some of the reasons why the aims were or were not achieved, If appropriate, this may include a discussion of the role of the media.</p>	<p><b>(2 marks)</b> Answers in this level are characterised by reasonably good grammar and expression. 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 2</b>	<p><b>(2 marks)</b> Answers in this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the aims of a particular campaign. There is a partial understanding of the extent to which the aims were achieved.</p>	<p><b>(2 marks)</b> Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. There is some limited examination of the extent to which the aims were achieved, though the discussion is likely to be partial and incomplete.</p>	

<b>ASSESSMENT UNIT 2</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 limited knowledge of a particular campaign, with limited understanding. Discussion of the extent to which the aims were achieved is likely to be weak or non-existent.</p>	<p><b>(1 mark)</b> Answers in this level are characterised by a weak and limited explanation, analysis and evaluation of the question. There is little or no examination of the extent to which the aims of the campaign were achieved.</p>	<p><b>(1 mark)</b> Answers in this level are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation.</p> <p>Although some arguments may be developed, there will be 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>

<b>ASSESSMENT UNIT 2</b>			
<b>Question 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>2(b)</b>	Assess the claim that the system of electing MPs to the Parliament at Westminster is unfair and undemocratic. <i>(20 marks)</i>		
<b>Level 3</b>	<p><b>(6 – 8 marks)</b> Answers in this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. The response indicates understanding of the terms: First past the post (FPTP), democratic and fair. Several elections are quoted as examples.</p>	<p><b>(6 – 8 marks)</b> Answers in this level are characterised by a detailed and explicit explanation and good analysis and evaluation of the question. The issue of the nature of the FPTP system will be discussed including the issue of strong government.</p> <p>The term democratic is assessed against rival systems including others used in the UK.</p>	<p><b>(3 – 4 marks)</b> Answers in this level 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.</p> <p>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 depth and/or breadth of knowledge and understanding of the topic. Several general points are made about contemporary politics and the nature of our general election system.</p>	<p><b>(3 – 5 marks)</b> Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. There is some attempt to address one or two issues arising from our current general election system.</p>	<p><b>(2 marks)</b> Answers in this level are characterised by reasonably good grammar and expression. 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>ASSESSMENT UNIT 2</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 limited knowledge of the topic. Examples are 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, limited analysis and evaluation of the question.</p>	<p><b>(1 mark)</b> Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation.</p> <p>Although some arguments may be developed, there is little or no usage of conceptual vocabulary. There will be minimal evidence, with points often being unconnected, and little attempt to address the task in hand.</p>

<b>ASSESSMENT UNIT 2</b>			
<b>Question 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>3(a)</b>	Briefly explain how the role of the citizen is viewed by any <b>two</b> of the following ideologies: socialism, liberalism or conservatism. <i>(10 marks)</i>		
<b>Level 3</b>	<p><b>(3 – 4 marks)</b> Answers in this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples taken from any two of the ideologies. The response may indicate a contemporary and/or historical knowledge of the role of the citizen in society.</p>	<p><b>(3 – 4 marks)</b> Answers in level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The response will cover two views regarding the role of the citizen. The accounts will both consider the historical and contemporary view of the ideologies in regard to citizenship. The relationship between the traditional ideologies and modern political parties may be examined.</p>	<p><b>(2 marks)</b> Answers in this level are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation.</p>
<b>Level 2</b>	<p><b>(2 marks)</b> Answers in this level demonstrate a reasonable depth and/or breadth of knowledge and understanding of the topic. A partial account of two differing ideologies understanding of the role of the citizen.</p>	<p><b>(2 marks)</b> Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. The account covers a limited number of aspects of the question. A limited number of roles are analysed.</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>ASSESSMENT UNIT 2</b> <b>Question 3(a) cont'd</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 limited knowledge of the topic. Examples are quoted but not fully integrated into the response.</p>	<p><b>(1 mark)</b> Answers in this level are characterised by a partial explanation, limited analysis and evaluation of the question.</p>	<p><b>(1 mark)</b> Answers in this level are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation.</p> <p>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>

<b>ASSESSMENT UNIT 2</b>			
<b>Question 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>3(b)</b>	Assess the claim that local councillors have a greater impact on daily life than the local Member of Parliament (MP). <i>(20 marks)</i>		
<b>Level 3</b>	<p><b>(6 – 8 marks)</b> Answers in this level demonstrate a good depth and/or breadth of knowledge and understanding of the topic supported by appropriate examples. The work of MPs is outlined and key legislature and influencing roles are discussed. The role of councillors and their executive powers are outlined in regard to their tier of local government.</p>	<p><b>(6 – 8 marks)</b> Answers in this level are characterised by detailed and explicit explanation and good analysis and evaluation of the question. The response evaluates the role of MPs as a part of a Party system, as a part of parliament, i.e. legislation, committee structure, questioning. The role of councillors is discussed in relation to the services provided by their tier of government. The conclusion is based upon the evidence presented.</p>	<p><b>(3 – 4 marks)</b> Answers in this level 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.</p> <p>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 depth and/or breadth of knowledge and understanding of the topic. The response outlines via examples the work\influence of MPs and local councillors.</p>	<p><b>(3 – 5 marks)</b> Answers in this level are characterised by a reasonable explanation, analysis and evaluation of the question. The role of MPs and councillors is discussed. The examples will be limited in nature.</p>	<p><b>(2 marks)</b> Answers in this level are characterised by reasonably good grammar and expression. 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>ASSESSMENT UNIT 2</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 limited knowledge of the topic. 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, limited analysis and evaluation of the question.</p>	<p><b>(1 mark)</b> Answers in this level are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation.</p> <p>Although some arguments may be developed, there is little or no usage of conceptual vocabulary. There is minimal evidence, and points often being unconnected, and little attempt to address the task in hand.</p>