

GCE 2004
June Series



Mark Scheme

Social Science: Citizenship

AS Unit 3: The Citizen, Society and the Community (SSC3)

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:

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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	Analysis and Evaluation 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 3			
Question 1(a)			
1(a)	Briefly explain two ways in which schools could develop ‘citizenship skills’ in their students (Source A). <i>(4 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 2	<p>(3 - 4 marks) Answers in this level present an appropriate explanation of two ways, such as:</p> <ul style="list-style-type: none"> • teaching citizenship as a defined part of the timetable; • developing voluntary work in the community; • having citizenship as an examined subject; • bringing representatives of political parties/community groups into school; • encouraging student councils. 		
Level 1	<p>(1 - 2 marks) Answers in this level present an appropriate explanation of one reason or offer a partial explanation of one or both ways.</p>		

ASSESSMENT UNIT 3 Question 1(b)			
1(b)	Briefly examine some of the reasons why young people are often not as involved in the local and wider community as governments may wish them to be. <i>(10 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	<p>(4 marks) Answers in this level present an accurate and developed examination of some of the reasons why young people are not as involved in the local and wider community, such as:</p> <ul style="list-style-type: none"> • a belief that a person’s youth is for enjoyment not work; • limited understanding of how decision-making processes work; • issues of power raised by the argument in Source B, e.g. “they must have our permission to participate.”; • limited opportunities for involvement, particularly outside the local community; • cynicism about the motives of those apparently encouraging “active citizenship” amongst young people. <p>Answers use examples and evidence drawn from the Sources and elsewhere.</p>	<p>(4 marks) Reasons are examined in some depth. Appropriate reasons are explained and supported by arguments and/or relevant examples. Evaluation is likely to take the form of an estimation of the importance and impact of each reason or through a challenge to the claim that young people are not as involved as they could be.</p>	<p>(2 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>

ASSESSMENT UNIT 3 Question 1(b) cont'd			
1(b)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 2	(2 - 3 marks) A fair range of reasons is identified, probably drawn from the list above. The issues identified are supported in some cases by examples and evidence, which may not always be well-applied.	(2 - 3 marks) There is a sound analysis of some appropriate reasons. Answers present some evaluation, possibly through an assessment of the importance of one or two suggested reasons.	(1 mark) 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 1	(1 mark) Answers outline a few reasons. These are weakly supported through limited reference to examples or evidence.	(1 mark) There is a limited examination of one or two reasons. These are likely to be justified only through reference to anecdotal or commonsense examples. Evaluation of these is limited or non-existent.	

ASSESSMENT UNIT 3			
Question 1(c)			
1(c)	Assess the problems that secondary school pupils might face in trying to organise a nation-wide political campaign such as that described in Source B . <i>(16 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	<p>(5 - 6 marks) Answers in this level demonstrate a good depth of knowledge and understanding of a range of problems that secondary school pupils might face in organising nationwide political campaigns. Reference may be made to issues relating to organisation, such as finance, inexperience, the legal status of minors, time, the scale of campaigning, dealing with the media, etc. Coverage of relevant issues is supported by appropriate evidence and relevant examples.</p>	<p>(5 - 6 marks) Problems are clearly drawn out in an appropriate analytical framework. Analysis and evaluation are likely to take the form of an explicit focus on organisational problems as experienced by young people. Examples drawn from Source B and from the candidate's own knowledge are applied to the question.</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 - 4 marks) Answers identify a more limited range of problems and are conceptually less developed. There may be some less relevant material present as well as more appropriate arguments and evidence.</p>	<p>(3 - 4 marks) Some aspects of organisational problems are drawn out, although not always with an appropriate analytical framework. Evaluation is likely to take the form of a limited number of rehearsed criticisms of one organisational issue, but without fully developing a critique.</p>	

ASSESSMENT UNIT 3 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 - 2 marks) Answers tend to present a rehearsed or thin list of general issues related to organising campaigns. Arguments and evidence are likely to be based on commonsense, anecdotal material.</p>	<p>(1 - 2 marks) A limited range of aspects of organisational problems is indicated, but with limited development. Evaluation is likely to be limited or non-existent.</p>	<p>(1 - 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>