



General Certificate of Education

Social Science: Citizenship 5101

**SSC3 The Citizen, Society and the
Community**

Mark Scheme

2007 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.

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CRITERIA FOR MARKING ADVANCED SUBSIDIARY SOCIAL SCIENCE: CITIZENSHIP

SSC3: The Citizen, Society and the Community

Introduction

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 AQA'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 are 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. 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 what is meant by 'multiple deprivation'. <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 offer an appropriate explanation of both 'multiple' and 'deprivation'.		
Level 1	(1–2 marks) Answers in this level offer a partial explanation of both terms or an appropriate explanation of one of the terms.		

ASSESSMENT UNIT 3			
Question 1(b)			
1(b)	Briefly examine the poorer life chances, other than health, that residents in inner-city areas like Mattingham may often experience. <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 poorer life chances (other than health) that residents in inner-city areas like Mattingham may often experience. There is reference to a range of life opportunities, unemployment, education, social exclusion, housing etc. Answers may focus in some depth on a few of these issues, or identify a wider range in less detail. Examples and evidence used are accurate and relevant.	(3–4 marks) Answers in this level are characterised by a detailed, explicit analysis and evaluation of the poorer life chances (other than health) that residents in inner-city areas like Mattingham may often experience. Answers have a clear rationale and analytical structure. This may take the form of identifying links between life chances, relating examples closely to the question or speculating on the relative importance of different life chances.	(2 marks) Answers are characterised by reasonably good grammar and expression. There may be occasional errors of spelling and punctuation. Arguments are developed using a reasonable conceptual vocabulary and there is some reference to evidence related and appropriate to the study of Citizenship.
Level 2	(2 marks) Answers in this level demonstrate a reasonable depth of knowledge and understanding of the poorer life chances (other than health) that residents in inner-city areas like Mattingham may often experience. Answers may focus primarily on one or two life chances or identify a wider range but in a less developed. Examples and evidence used are broadly accurate and relevant.	(2 marks) Answers in this level are characterised by a sound analysis and evaluation of the poorer life chances (other than health) that residents in inner-city areas like Mattingham may often experience. Answers have some analytical structure although some elements may not be well-linked to the question.	

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 1	<p>(1 mark) Answers in this level demonstrate a limited knowledge and understanding of one or two examples of poorer life chances (other than health) that residents in inner-city areas like Mattingham may often experience. Answers may be heavily reliant on material from the sources or may rely on common sense knowledge and understanding. Answers lack depth or breadth of relevant knowledge.</p>	<p>(1 mark) Answers in this level are characterised by a limited analysis and evaluation of the poorer life chances (other than health) that residents in inner-city areas like Mattingham may often experience. Answers lack analytical structure or may contain elements that are of little relevance to the question.</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 presented, there is little or no evidence of a conceptual vocabulary. There is minimal evidence with points often being unconnected, resulting in little attempt to address the question.</p>

ASSESSMENT UNIT 3			
Question 1(c)			
1(c)	Assess the possible actions that the Mattingham Action on Health group could take to achieve its main aim. <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 possible actions that the Mattingham Action on Health group could take to achieve its main aim. There is reference to a range of actions probably drawn from issues relating to using the local media, petitions, marches, contacting MPs, using local councillors, applying for grants, running local education campaigns etc. Answers may focus in some depth on a few of these ways, or identify a wider range in less detail. Examples and evidence used are accurate and relevant.</p>	<p>(5–7 marks) Answers in this level are characterised by a detailed, explicit analysis and evaluation of the possible actions that the Mattingham Action on Health group could take to achieve its main aim. Answers have a clear rationale and analytical structure. There is an explicit assessment of the reasoning behind these actions and/or of their likely impact.</p>	<p>(4 marks) Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments are developed using a reasonable conceptual vocabulary and there be some reference to evidence relating to and appropriate to the study of Citizenship.</p>
Level 2	<p>(2–3 marks) Answers in this level demonstrate a reasonable depth of knowledge and understanding of the possible actions that the Mattingham Action on Health group could take to achieve its main aim. There may be some, limited focus on the reasoning behind these actions or on their impact. Examples and evidence used are broadly accurate, although their relevance may not always be made explicit.</p>	<p>(3–4 marks) Answers in this level are characterised by a sound examination of the possible actions that the Mattingham Action on Health group could take to achieve its main aim. Answers have some analytical structure, although some elements may not be well-linked to the question. There is some, if limited, focus on assessing the reasoning behind, or impact of, these actions.</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 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 mark) Answers in this level demonstrate limited knowledge and understanding of one or two possible actions that the Mattingham Action on Health group could take to achieve its main aim. There is little or no consideration of the reasoning behind these actions or on the impact they may have had. Answers are likely to rely on common sense knowledge or they may lack depth or breadth of relevant knowledge.</p>	<p>(1–2 marks) Answers in this level are characterised by a limited and, in places, possibly inaccurate analysis of one or two possible actions that the Mattingham Action on Health group could take to achieve its main aim. Answers lack any analytical structure or may contain elements that are of little relevance to the question. There is little or no focus on the reasoning behind, or the impact of, these actions.</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 presented, there is little or no evidence of a conceptual vocabulary. There is minimal evidence, with points often being unconnected resulting in little attempt to address the question.</p>

ASSESSMENT UNIT 3			
Question 2(a)			
2(a)	Briefly examine the ways in which one of the following may be the basis for discrimination: disability; or social class; or sexuality.		
	<i>(10 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	<p>(3–4 marks) Answers in this level demonstrate a good depth of knowledge and understanding of the ways in which discrimination may be based on one of disability, social class or sexuality. Answers may draw on issues relating to the way, employment, access, housing, education, welfare, training, violence, negative stereotyping etc. Answers may draw on examples and evidence of forms of discrimination. Answers may focus in some depth on a few of these, or identify a wider range in less detail. Examples and evidence used are accurate and relevant.</p>	<p>(3–4 marks) Answers in this level are characterised by a detailed, explicit analysis and evaluation of some of the ways in which discrimination may be based on one of disability, social class or sexuality. This may take the form of identifying the links between different forms of discrimination or through estimating the effects of discrimination.</p>	<p>(2 marks) Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments are developed using a reasonable conceptual vocabulary and there is some reference to evidence relating to and appropriate to the study of Citizenship.</p>
Level 2	<p>(2 marks) Answers in this level demonstrate a reasonable depth of knowledge and understanding of the ways in which discrimination may be based on one of disability, social class or sexuality. Answers may focus primarily on one or two of these ways or identify a wider range but in a less developed manner. Examples and evidence used are broadly accurate although their relevance may not always be made explicit.</p>	<p>(2 marks) Answers in this level are characterised by a sound examination of some of the ways in which discrimination may be based on one of disability, social class or sexuality. Answers have some analytical structure although some elements may not be well-linked to the question.</p>	

ASSESSMENT UNIT 3 Question 2(a) cont'd			
2(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 and understanding of the ways in which discrimination may be based on one of disability, social class or sexuality. Answers are likely to rely on common sense knowledge or they may lack depth or breadth of relevant knowledge.</p>	<p>(1 mark) Answers in this level are characterised by a limited analysis and evaluation of one or two ways in which discrimination may be based on one of disability, social class or sexuality. Answers lack analytical structure or may contain elements that are of little relevance to the question.</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 presented, there is minimal evidence with points often being unconnected resulting in little attempt to address the question.</p>

ASSESSMENT UNIT 3 Question 2(b)			
2(b)	Assess how far government policies aimed at reducing poverty have been effective. <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 government policies aimed at reducing poverty. There is reference to a range of policies probably drawn for issues relating to social exclusion/inclusion, health, welfare, employment, education, minimum wage, social and economic regeneration, tax credits, etc. Answers may focus in some depth on a few of these or identify a wider range in less detail. Reference may be made to different policies in relation to different social groups often found in poverty. Examples and evidence used are accurate and relevant.</p>	<p>(6–8 marks) Answers in this level are characterised by a detailed, explicit analysis and evaluation of a good range of government policies aimed at reducing poverty. Answers have a clear rationale and analytical structure. This may take the form of identifying links between different policies or evaluating the effectiveness of these policies.</p>	<p>(3–4 marks) Answers are characterised by excellent grammar and expression. There are very few, if any, errors of spelling and punctuation. Arguments are developed and evidence presented in fluent English utilising a wide conceptual vocabulary appropriate to the study of Citizenship.</p>

ASSESSMENT UNIT 3 Question 2(b) cont'd			
2(b)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 2	<p>(3–5 marks) Answers in this level demonstrate a reasonable depth of knowledge and understanding of a fair range of government policies aimed at reducing poverty. Answers may focus primarily on a few reasons or identify a wider range but in a less developed manner. Examples and evidence used are broadly accurate and relevant.</p>	<p>(3–5 marks) Answers in this level are characterised by a sound analysis and evaluation of some government policies aimed at reducing poverty. Answers have some analytical structure although some elements may not be well-linked to the question.</p>	<p>(2 marks) Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments are presented using a reasonable conceptual vocabulary. These are developed with some reference to evidence usually related and appropriate to the study of Citizenship.</p>
Level 1	<p>(1–2 marks) Answers in this level demonstrate a limited knowledge and understanding of one or two government policies aimed at reducing poverty. There is little understanding of these ways. Evidence and examples tend to be drawn from a common sense understanding and are weakly applied to the question or poorly described.</p>	<p>(1–2 marks) Answers in this level are characterised by a limited analysis and evaluation of one or two government policies aimed at reducing poverty. Answers lack analytical structure or may contain elements that are of little relevance to the question.</p>	<p>(1 mark) Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Arguments are presented with little reference to a conceptual vocabulary. Evidence is limited and not well applied to the question.</p>

ASSESSMENT UNIT 3			
Question 3(a)			
3(a)	Briefly examine anti-discrimination policies in the UK in relation to one of the following: employment; or housing; or education.		
	<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 anti-discrimination policies in the UK in relation to one of employment, housing or education. There is reference to a range of policies and these may be drawn from different forms of legislation, campaigns, work in schools/training, etc. Reference may be made to differences in ways according to gender, ethnicity, disability, etc. Examples and evidence used are accurate and relevant.	(3–4 marks) Answers in this level are characterised by a detailed, explicit analysis and evaluation of some of the anti-discrimination policies in the UK in relation to one of employment, housing or education. Answers have a clear rationale and analytical structure. This may take the form of identifying links between legislation relating to different bases for discrimination (gender, ethnicity, age, etc) or evaluating the impact of government policies.	(2 marks) Answers are characterised by reasonably good grammar and expression. There may be occasional errors of spelling and punctuation. Arguments are developed using a reasonable conceptual vocabulary and there is some reference to evidence relating to and appropriate to the study of Citizenship.
Level 2	(2 marks) Answers in this level demonstrate a reasonable depth of knowledge and understanding of the anti-discrimination policies in the UK in relation to one of employment, housing or education. Answers may be less well focused on the selected area and may be more general in their coverage. Examples and evidence used are broadly accurate and relevant.	(2 marks) Answers in this level are characterised by a sound analysis and evaluation of some of the anti-discrimination policies in the UK in relation to one of employment, housing or education. Answers have some analytical structure although some elements may not be well linked to the question.	

ASSESSMENT UNIT 3 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 and understanding of the anti-discrimination policies in the UK in relation to one of employment, housing or education. There is little understanding of legislation, with the answer often relying on some examples of campaigns. Answers are likely to rely on commonsense knowledge and understanding and lack depth or breadth of relevant knowledge.</p>	<p>(1 mark) Answers in this level are characterised by a limited analysis and evaluation of one or two anti-discrimination policies in the UK in relation to one of employment, housing or education. Answers lack analytical structure or may contain elements that are of little relevance to the question.</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 presented, there is little or no evidence of a conceptual vocabulary. There is minimal evidence with points often being unconnected resulting in little attempt to address the question.</p>

ASSESSMENT UNIT 3 Question 3(b)			
3(b)	Assess the extent to which primary and secondary socialisation creates people's identities. <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 impact of both primary and secondary socialisation on individual's attitudes. Answers may identify gender or ethnicity based differences in socialisation, continuities and contradictions within the socialisation process or the role of other factors other than socialisation in the creation of identities. Candidates may make reference to concepts such as nature–nurture, primary socialisation, secondary socialisation, moral panics, etc. Coverage of relevant issues is supported by appropriate evidence and relevant examples.</p>	<p>(6–8 marks) Answers in this level are characterised by a detailed analysis and evaluation of the impact of both primary or secondary socialisation on individual's identities. Evaluation is explicit, possibly through being critical of the apparent determinism implicit in the claim and that socialisation may be more than a simple one–way process. Analysis may take the form of an understanding of the relationship between different elements in the socialisation process.</p>	<p>(3–4 marks) Answers are characterised by excellent grammar and expression. There are very few, if any, errors of spelling and punctuation. Arguments are developed and evidence presented in fluent English utilising a wide conceptual vocabulary appropriate to the study of Citizenship.</p>
Level 2	<p>(3–5 marks) Answers in this level demonstrate a reasonable knowledge and understanding of the impact of primary and/or secondary socialisation on people's identities. Evidence presented is broadly relevant and generally accurate although examples may not always be appropriate to the question.</p>	<p>(3–5 marks) Answers in this level are characterised by a reasonable analysis and evaluation of the impact of socialisation on individual's identities. This is less explicit and probably takes the form of a limited range of arguments. Answers tend to describe rather than apply examples and evidence although these have some links to the question.</p>	<p>(2 marks) Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments are developed using a reasonable conceptual vocabulary and there is some reference to evidence relating to and appropriate to the study of Citizenship.</p>

ASSESSMENT UNIT 3 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 demonstrate a limited knowledge of the impact of primary or secondary socialisation on individual's identities. These are described in a simplistic or inaccurate fashion. Evidence tends to be drawn from commonsense and examples are weakly applied on the question or poorly described.</p>	<p>(1–2 marks) Answers in this level are characterised by a limited analysis and evaluation of the impact of socialisation on individual's identities. Examples and evidence is commonsensical and/or poorly applied to the question.</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 presented, there is little or no evidence of a conceptual vocabulary. There is minimal evidence with points often being unconnected resulting in little attempt to address the question.</p>