

GCE 2005  
*January Series*



# Mark Scheme

## Social Science: Citizenship

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

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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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*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

|                | <b>Knowledge and Understanding</b>   | <b>Analysis and Evaluation 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 3</b> |  |   |   |
|--------------------------|--|---|---|
| <b>Question 1(a)</b>     |  |   |   |
| <b>1(a)</b>              | Briefly explain what is meant by<br>(i) “stereotype”; <span style="float: right;"><i>(2 marks)</i></span><br>(ii) “labelling”. <span style="float: right;"><i>(2 marks)</i></span>   |   |   |
|                          | <b>Assessment Objective<br/>AO1<br/>Knowledge and Understanding</b>  | <b>Assessment Objective<br/>AO2<br/>Analysis and Evaluation</b> | <b>Assessment Objective<br/>AO3<br/>Communication</b> |
| <b>Level 2</b>           | <b>(2 marks)</b><br>(i) “stereotype”<br><br>Answers in this band will present an appropriate explanation of this term such as:<br><br>A set of exaggerated, distorted or inaccurate generalisations about a group of people.   |   |   |
| <b>Level 1</b>           | <b>(1 mark)</b><br><br>Answers in this band will present a partial explanation of this term or an example of a stereotype.   |   |   |
| <b>Level 2</b>           | <b>(2 marks)</b><br>(ii) “labelling”<br><br>Answers in this band will present an appropriate explanation of this term such as:<br><br>The attachment of what often become ‘master’ labels to individuals which effectively define them in the eyes of others and often themselves. |   |   |
| <b>Level 1</b>           | <b>(1 mark)</b><br><br>Answers in this band will present a partial explanation of this term or an example of labelling.  |   |   |

| <b>ASSESSMENT UNIT 3</b> |   |  |   |
|--------------------------|---|--|---|
| <b>Question 1(b)</b>     |   |  |   |
| <b>1(b)</b>              | Briefly examine some of the effects of discrimination on <b>both</b> individuals <b>and</b> communities.<br><i>(10 marks)</i>   |  |   |
|                          | <b>Assessment Objective<br/>AO1<br/>Knowledge and<br/>Understanding</b>   | <b>Assessment Objective<br/>AO2<br/>Analysis and Evaluation</b>  | <b>Assessment Objective<br/>AO3<br/>Communication</b>   |
| <b>Level 3</b>           | <p><b>(3 – 4 marks)</b><br/>Answers demonstrate a good depth of knowledge and understanding of some of the effects of discrimination on individuals and communities. There is reference to a range of effects probably drawn from issues relating to pay, employment/unemployment, housing, education, psychological/emotional effects, social inclusion, crime, abuse, etc. Answers may focus in some depth on a few of these effects, or identify a wider range in less detail. Reference may be made to the different effects of discrimination according to gender, ethnicity, etc. Examples and evidence used will be accurate and relevant.</p> | <p><b>(3 – 4 marks)</b><br/>Answers are characterised by a detailed, explicit analysis and explanation of some of the effects of discrimination on individuals and communities. Answers have a clear rationale and analytical structure. This may take the form of identifying links between different effects, relating examples closely to the question or differentiating between the effects of discrimination on different social groups.</p> | <p><b>(2 marks)</b><br/>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> |
| <b>Level 2</b>           | <p><b>(2 marks)</b><br/>Answers in this level demonstrate a reasonable depth of knowledge and understanding of some of the effects of discrimination on individuals and/or communities. Answers may focus primarily on one of these effects or identify a wider range of processes but in a less developed manner. Examples and evidence used are broadly accurate and relevant.</p>  | <p><b>(2 marks)</b><br/>Answers in this level are characterised by a sound analysis and explanation of some of the effects of discrimination on individuals and communities. Answers have some analytical structure although some elements may not be well-linked to the question.</p>   |   |

| <b>ASSESSMENT UNIT 3</b><br><b>Question 1(b) cont'd</b> |   |   |   |
|---|---|---|---|
| <b>1(b)</b>   | <b>Assessment Objective<br/>AO1<br/>Knowledge and<br/>Understanding</b>   | <b>Assessment Objective<br/>AO2<br/>Analysis and Evaluation</b>   | <b>Assessment Objective<br/>AO3<br/>Communication</b>   |
| <b>Level 1</b>  | <p><b>(1 mark)</b><br/>Answers demonstrate a limited knowledge and understanding of some of the effects of discrimination on individuals and/or communities. There is little understanding of the effects of discrimination. Answers are likely to rely on commonsense knowledge and understanding and lack depth or breadth of relevant knowledge.</p> | <p><b>(1 mark)</b><br/>Answers are characterised by a limited analysis and explanation of some of the effects of discrimination on individuals and communities. Answers lack analytical structure or may contain elements that are of little relevance to the question.</p> | <p><b>(1 mark)</b><br/>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 conceptual vocabulary. There is little or no usage of a conceptual vocabulary. There is minimal evidence, with points often being unconnected, resulting in little attempt to address the question.</p> |

| <b>ASSESSMENT UNIT 3</b> |  |  |  |
|--------------------------|--|--|--|
| <b>Question 1(c)</b>     |  |  |  |
| <b>1(c)</b>              | Assess some of the ways in which governments can try to reduce discrimination.<br><i>(16 marks)</i>  |  |  |
|                          | <b>Assessment Objective<br/>AO1<br/>Knowledge and<br/>Understanding</b>  | <b>Assessment Objective<br/>AO2<br/>Analysis and Evaluation</b>  | <b>Assessment Objective<br/>AO3<br/>Communication</b>  |
| <b>Level 3</b>           | <p><b>(5 – 6 marks)</b><br/>Answers demonstrate a good depth of knowledge and understanding of a range of ways in which governments can try and reduce discrimination. Reference may be made to aspects of anti-discrimination legislation, education, policing, the criminal justice system and other policies relating to gender, ethnicity, age, disability or other bases of discrimination. Answers examine some aspects of the reasoning behind these ways or have some focus on their likely impact on discriminatory practices relating to employment, health, social inclusion, etc. This may take the form of a broad approach with limited depth or one that examines a narrower range of issues in greater detail. The evidence and examples presented is relevant and accurate.</p> | <p><b>(5 – 6 marks)</b><br/>Answers are characterised by a detailed, explicit evaluation of the ways in which governments can try to reduce discrimination. Answers have a clear rationale and analytical structure. There is an explicit assessment of the reasoning behind these ways or of their likely impact on discrimination.</p> | <p><b>(3 – 4 marks)</b><br/>Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments are developed using a reasonable</p> |



| <b>ASSESSMENT UNIT 3</b><br><b>Question 1(c) cont'd</b> |  |   |   |
|---|--|---|---|
| <b>1(c)</b>   | <b>Assessment Objective<br/>AO1<br/>Knowledge and<br/>Understanding</b>  | <b>Assessment Objective<br/>AO2<br/>Analysis and Evaluation</b>   | <b>Assessment Objective<br/>AO3<br/>Communication</b>   |
| <b>Level 2</b>  | <p><b>(3 – 4 marks)</b><br/>Answers demonstrate a reasonable depth of knowledge and understanding of ways in which governments can try to reduce discrimination. There is some, if limited, focus on the reasoning behind these ways or on the impact of policies. Examples and evidence used are broadly accurate although their relevance is not always being made explicit.</p> | <p><b>(3 – 4 marks)</b><br/>Answers are characterised by a sound examination of some of the ways in which governments can try to reduce discrimination. 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, government policies.</p>                  | <p>conceptual vocabulary and there is some reference to evidence relating to and appropriate to the study of Citizenship.</p>   |
| <b>Level 1</b>  | <p><b>(1 – 2 marks)</b><br/>Answers demonstrate limited knowledge and understanding of appropriate government policies. There is little or no consideration of the reasoning behind these policies or on the impact they may have had. Answers are likely to rely on commonsense knowledge or they may lack depth or breadth of relevant knowledge.</p>                            | <p><b>(1 – 2 marks)</b><br/>Answers are characterised by a partial and, in places, possibly inaccurate, analysis of the ways in which governments can try to reduce discrimination. Answers lack any analytical structure or contain elements that are of little relevance to the question. There is little or no focus on the reasoning behind or the impact of government policies.</p> | <p><b>(1 – 2 marks)</b><br/>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> |

| <b>ASSESSMENT UNIT 3</b> |  |   |   |
|--------------------------|--|---|---|
| <b>Question 2(a)</b>     |  |   |   |
| <b>2(a)</b>              | Briefly examine some of the ways in which individuals are socialised within the family <b>and</b> other social groups.<br><i>(10 marks)</i>  |   |   |
|                          | <b>Assessment Objective<br/>AO1<br/>Knowledge and<br/>Understanding</b>  | <b>Assessment Objective<br/>AO2<br/>Analysis and Evaluation</b>   | <b>Assessment Objective<br/>AO3<br/>Communication</b>   |
| <b>Level 3</b>           | <p><b>(3 – 4 marks)</b><br/>Answers demonstrate a good depth of knowledge and understanding of the ways in which individuals are socialised within the family and other social groups. There is reference to a range of ways in which individuals are socialised, drawn from different expectations, differing levels of control, toys, early age socialisation, media images, school, work and other relevant aspects of socialisation. Answers may focus in some depth on a few of these ways, or identify a wider range in less detail. Reference may be made to the different experiences of socialisation according to gender, ethnicity, etc. Examples and evidence used is accurate and relevant.</p> | <p><b>(3 – 4 marks)</b><br/>Answers are characterised by a detailed, explicit analysis and explanation of the ways in which individuals are socialised within the family and other social groups. Answers have a clear rationale and analytical structure. This may take the form of identifying links between different elements in the socialisation process, relating examples closely to the question or differentiating between primary and secondary socialisation.</p> | <p><b>(2 marks)</b><br/>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> |
| <b>Level 2</b>           | <p><b>(2 marks)</b><br/>Answers demonstrate a reasonable depth of knowledge and understanding of the ways in which individuals are socialised within the family and/or other social groups.</p>  | <p><b>(2 marks)</b><br/>Answers are characterised by a sound analysis and explanation of the ways in which individuals are socialised within the family and other social groups.</p>  |   |

| <b>ASSESSMENT UNIT 3</b>    |  |   |  |
|-----------------------------|--|---|--|
| <b>Question 2(a) cont'd</b> |  |   |  |
| <b>2(a)</b>                 | <b>Assessment Objective<br/>AO1<br/>Knowledge and<br/>Understanding</b>  | <b>Assessment Objective<br/>AO2<br/>Analysis and Evaluation</b>   | <b>Assessment Objective<br/>AO3<br/>Communication</b>  |
| <b>Level 2<br/>cont'd</b>   | Answers may focus primarily on one of these processes or identifies a wider range of processes but in a less developed manner. Examples and evidence used are broadly accurate and relevant.   | Answers have some analytical structure although some elements may not be well-linked to the question.   |  |
| <b>Level 1</b>              | <b>(1 mark)</b><br>Answers demonstrate a limited knowledge and understanding of the ways in which individuals are socialised within the family and/or other social groups. There is little understanding of the role played by socialisation, probably confusing it with 'socialising'. Answers are likely to rely on commonsense knowledge and understanding and lack depth or breadth of relevant knowledge. | <b>(1 mark)</b><br>Answers are characterised by a limited analysis and explanation of a few aspects of socialisation. Answers lack analytical structure or contain elements that are of little relevance to the question. | <b>(1 mark)</b><br>Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments are 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. |

| <b>ASSESSMENT UNIT 3</b><br><b>Question 2(b)</b> |  |   |   |
|--|--|---|---|
| <b>2(b)</b>                                      | “People live in poverty as a result of their own actions and attitudes.” Assess this claim.<br><i>(20 marks)</i>   |   |   |
|  | <b>Assessment Objective<br/>AO1<br/>Knowledge and<br/>Understanding</b>  | <b>Assessment Objective<br/>AO2<br/>Analysis and Evaluation</b>   | <b>Assessment Objective<br/>AO3<br/>Communication</b>   |
| <b>Level 3</b>                                   | <p><b>(6 – 8 marks)</b><br/>Answers demonstrate a good depth of knowledge and understanding of the possible explanation of the causes of poverty. Answers identify reasons in relation to the attitudes and behaviour of individuals, the culture of poverty or to structural explanations of the existence of poverty. Candidates may make reference to concepts such as immediate gratification, underclass, cycle of poverty, deprivation and the poverty trap. Coverage of relevant issues is supported by appropriate evidence and relevant examples.</p> | <p><b>(6 – 8 marks)</b><br/>Answers are characterised by a detailed analysis and evaluation of the causes of poverty. Evaluation is explicit, possibly through the juxtaposition of ‘individual’ and ‘society’ explanations or through applying evidence and examples to test different explanations. Analysis may take the form of a recognition of the ideological aspect of claims such as this.</p> | <p><b>(3 – 4 marks)</b><br/>Answers are characterised by excellent grammar and expression. There are very few, if any, errors of spelling and punctuation. Arguments are developed and evidence is presented in fluent English utilising a wider conceptual vocabulary appropriate to the study of Citizenship.</p>         |
| <b>Level 2</b>                                   | <p><b>(3 – 5 marks)</b><br/>Answers demonstrate a reasonable knowledge and understanding of the possible explanations of the causes of poverty. Evidence presented is broadly relevant and generally accurate although examples may not always be appropriate to the question.</p>   | <p><b>(3 – 5 marks)</b><br/>Answers are characterised by a reasonable analysis and evaluation of the causes of poverty. 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><b>(2 marks)</b><br/>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> |

| <b>ASSESSMENT UNIT 3</b><br><b>Question 2(b) cont'd</b> |   |  |   |
|---|---|--|---|
| <b>2(b)</b>   | <b>Assessment Objective<br/>AO1<br/>Knowledge and<br/>Understanding</b>   | <b>Assessment Objective<br/>AO2<br/>Analysis and Evaluation</b>  | <b>Assessment Objective<br/>AO3<br/>Communication</b>   |
| <b>Level 1</b>  | <p><b>(1 – 2 marks)</b><br/>Answers demonstrate a limited knowledge of the possible explanation of the causes of poverty. These are described in a simplistic or inaccurate fashion. Evidence tends to be drawn from commonsense and examples are weakly applied to the question or poorly described.</p> | <p><b>(1 – 2 marks)</b><br/>Answers are characterised by a limited analysis and evaluation of the causes of poverty. Examples and evidence are commonsensical and/or poorly applied to the question.</p> | <p><b>(1 mark)</b><br/>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> |

| <b>ASSESSMENT UNIT 3</b> |  |   |   |
|--------------------------|--|---|---|
| <b>Question 3(a)</b>     |  |   |   |
| <b>3(a)</b>              | Briefly examine some of the actions that local pressure groups can take to achieve their aims.<br><i>(10 marks)</i>  |   |   |
|                          | <b>Assessment Objective<br/>AO1<br/>Knowledge and<br/>Understanding</b>  | <b>Assessment Objective<br/>AO2<br/>Analysis and Evaluation</b>   | <b>Assessment Objective<br/>AO3<br/>Communication</b>   |
| <b>Level 3</b>           | <p><b>(3 – 4 marks)</b><br/>Answers demonstrate a good depth of knowledge and understanding of some of the actions local pressure groups can utilise. There is reference to a range of actions drawn from local media manipulation, door-stepping, letter-writing, fundraising, direct action, protest, pressurising local official bodies, etc. Answers may focus in some depth on a few of these actions, or identify a wider range in less detail. Reference may be made to actual campaigns. Examples and evidence used are accurate and relevant.</p> | <p><b>(3 – 4 marks)</b><br/>Answers are characterised by a detailed, explicit analysis and explanation of some of the actions local pressure groups can utilise. Answers have a clear rationale and analytical structure. This may take the form of identifying links between different actions, relating examples closely to the question or differentiating between violent and non-violent approaches or through relating actions to aims.</p> | <p><b>(2 marks)</b><br/>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> |
| <b>Level 2</b>           | <p><b>(2 marks)</b><br/>Answers demonstrate a reasonable depth of knowledge and understanding of some of the actions or identify a wider range of actions but in a less developed manner. Examples and evidence used are broadly accurate and relevant.</p>  | <p><b>(2 marks)</b><br/>Answers are characterised by a sound analysis and explanation of some of the actions local pressure groups can utilise. Answers have some analytical structure although some elements may not be well-linked to the question.</p>   |   |

| <b>ASSESSMENT UNIT 3</b><br><b>Question 3(a) cont'd</b> |   |   |   |
|---|---|---|---|
| <b>3(a)</b>   | <b>Assessment Objective<br/>AO1<br/>Knowledge and<br/>Understanding</b>   | <b>Assessment Objective<br/>AO2<br/>Analysis and Evaluation</b>   | <b>Assessment Objective<br/>AO3<br/>Communication</b>   |
| <b>Level 1</b>  | <p><b>(1 mark)</b><br/>Answers demonstrate a limited knowledge and understanding of some of the actions local pressure groups can utilise. There is little understanding of campaigning at a local level. Answers are likely to rely on commonsense knowledge and understanding and will lack depth or breadth of relevant knowledge.</p> | <p><b>(1 mark)</b><br/>Answers are characterised by a limited analysis and explanation of a few of the actions local pressure groups can utilise. Answers lack analytical structure of may contain elements that are of little relevance to the question.</p> | <p><b>(1 mark)</b><br/>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> |

| <b>ASSESSMENT UNIT 3</b><br><b>Question 3(b)</b> |   |   |   |
|--|---|---|---|
| <b>3(b)</b>                                      | “The mass media often use their power to tell us what we should think and how we should act.” Assess this claim.<br><span style="float: right;"><i>(20 marks)</i></span>  |   |   |
|  | <b>Assessment Objective<br/>AO1<br/>Knowledge and<br/>Understanding</b>   | <b>Assessment Objective<br/>AO2<br/>Analysis and Evaluation</b>   | <b>Assessment Objective<br/>AO3<br/>Communication</b>   |
| <b>Level 3</b>                                   | <p><b>(6 – 8 marks)</b><br/>Answers demonstrate a good depth of knowledge and understanding of the extent to which the mass media may influence attitudes and behaviour. Reference may be made to ‘hypodermic syringe’, ‘two-step flow’, ‘uses and gratifications’ and ‘cultural effects’ models of media influence. Coverage of these explanations are supported by appropriate evidence and relevant examples. Answers may give some consideration to the problems of defining, identifying and measuring media influence. Answers do not need to have a balanced coverage of influence on both attitudes and behaviour. Answers may focus on one model of media influence in detail or offer a range of explanations in less detail.</p> | <p><b>(6 – 8 marks)</b><br/>Answers are characterised by detailed explanation, analysis and evaluation of models of media influence. Evaluation is explicit, possibly in the form of a critical analysis of the problems of defining and measuring influence or through a focus on the wording ‘tell us’.</p> | <p><b>(3 – 4 marks)</b><br/>Answers are characterised by excellent grammar and expression. There are very few, if any, errors of spelling and punctuation. Arguments are developed and evidence is presented in fluent English utilising a wider conceptual vocabulary appropriate to the study of Citizenship.</p> |



| <b>ASSESSMENT UNIT 3</b><br><b>Question 3(b) cont'd</b> |  |  |  |
|---|--|--|--|
| <b>3(b)</b>   | <b>Assessment Objective<br/>AO1</b><br><b>Knowledge and<br/>Understanding</b>  | <b>Assessment Objective<br/>AO2</b><br><b>Analysis and Evaluation</b>  | <b>Assessment Objective<br/>AO3</b><br><b>Communication</b>  |
| <b>Level 2</b>  | <b>(3 – 5 marks)</b><br>Answers demonstrate a reasonable knowledge and understanding of the extent to which the mass media may influence attitudes and behaviour. Evidence presented is broadly relevant and generally accurate although may not always be well-linked to the question.  | <b>(3 – 5 marks)</b><br>Answers are characterised by a reasonable explanation, analysis and evaluation of models of media influence. This is less explicit and probably takes the form of a limited range of examples of media influence. Answers tend to describe rather than apply examples and evidence although these do have some link to the question. | <b>(2 marks)</b><br>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. |
| <b>Level 1</b>  | <b>(1 – 2 marks)</b><br>Answers demonstrate a limited knowledge of one or two aspects of the extent to which the mass media may influence attitudes and behaviour. These are described in a simplistic or inaccurate fashion. Evidence tends to be drawn from commonsense and examples are weakly applied to the question or poorly described. | <b>(1 – 2 marks)</b><br>Answers are characterised by a limited explanation, analysis and evaluation of models of media influence. Examples and evidence are commonsensical and poorly applied to the question.   | <b>(1 mark)</b><br>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.  |