



General Certificate of Education

Social Science: Citizenship 5101

SSC3 The Citizen, Society and the Community

Mark Scheme

2005 examination - June series

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

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

CRITERIA FOR MARKING ADVANCED SUBSIDIARY SOCIAL SCIENCE: CITIZENSHIP

Introduction

The AQA's revised Social Science: Citizenship specification has been designed to be objectives-led in that questions are set which address the assessment objectives published in the Board's specification.

The schemes of marking reflect these objectives. The mark scheme which follows is of the *levels of response* type showing that candidates are expected to demonstrate their mastery of the skills required in the context of their knowledge and understanding of Citizenship. Mark schemes provide the necessary framework for examiners but they cannot cover all eventualities. All valid responses will be given credit. Candidates who appropriately refer to European and global dimensions of citizenship will also be given credit.

Consistency of marking is of the essence in all public examinations. It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other options.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the general principles of the mark scheme as contained in the Assessment Matrix.

Using a levels of response mark scheme

Good examining is about the application of judgement. Mark schemes provide a framework within which examiners exercise their judgement. This is especially so in subjects like Citizenship which in part rely upon analyses, evaluation, arguments and explanations. One of the main difficulties confronting examiners is what precise mark should be given within a level. In making a decision about a specific mark to award, it is vitally important to think first of the mid-range within the level, where that level covers more than two marks. Comparison with other candidates' responses to the same question might then suggest that such an award would be unduly generous or severe.

In making decisions away from the middle of the level, examiners should ask themselves questions relating to candidate attainment, including the quality of language. The more positive the answers, the higher should be the mark awarded. We want to avoid 'bunching' of marks. Levels mark schemes can produce regression to the mean, which should be avoided. A candidate's script should be considered by asking "Is it:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced or markedly better in some areas than others?
- generally coherent in expression and cogent in development (as appropriate to the level awarded)?
- well presented as to general quality of language?"

The overall aim is to mark positively, giving credit for what candidates know, understand and can do.

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 an explicit and detailed evaluation of relevant theories, terms, concepts and/or evidence. Problems are fully and explicitly addressed and decisions are fully and appropriately justified.</p>	<p>Answers are characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation.</p> <p>Arguments are logical and explicitly address the question. Arguments are developed with reference to evidence in fluent and lucid English, with a wide conceptual vocabulary appropriate to the study of Citizenship.</p>
Level 2	<p>Answers are characterised by a good knowledge of appropriate literature.</p> <p>Some relevant evidence in reasonable depth and breadth. A good understanding of relevant theories, terms, concepts and evidence is displayed.</p> <p>A reasonable awareness of contemporary debates and issues is in evidence.</p>	<p>Answers are characterised by some evaluation of relevant theories, terms, concepts and/or evidence although this may be implicit at times. 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>

The Citizen, Society and the Community SSC3

ASSESSMENT UNIT 3 Question 1(a)(i)			
1(a)(i)	Using the Sources, briefly explain what is meant by ‘glass ceiling’ (Source A). <i>(2 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 2	<i>(2 marks)</i> <i>Answers in this level present an appropriate explanation of this term such as: hidden barriers to upward promotion in employment.</i>		
Level 1	<i>(1 mark)</i> Answers in this level present a partial explanation of this term.		

ASSESSMENT UNIT 3 Question 1(a)(ii)			
1(a)(ii)	Using the Sources, briefly explain what is meant by ‘gender gap’ in educational attainment’ (Source B). <i>(2 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	(2 marks) Answers in this level present an appropriate explanation of this term such as female students outperforming male students (or vice versa) in examination performance.		
Level 2	(1 mark) Answers in this level present a partial explanation of this term.		

ASSESSMENT UNIT 3 Question 1(b)			
1(b)	Briefly examine some of the causes of poorer life-chances for different groups of people. <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 some of the causes of poorer life-chances for some groups of people. There is reference to a range of causes probably drawn from issues relating to prejudice, discrimination, power inequalities, the self-perpetuating nature of inequalities, social inclusion, etc. Answers focus in some depth on a few of these causes, or identify a wider range in less detail. Reference may be made to the different causes of poorer life chances according to gender, ethnicity, etc. 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 explanation of some of the causes of poorer life-chances for some groups of people. Answers have a clear rationale and analytical structure. This takes the form of identifying links between different causes, relating examples of disadvantage to causes or differentiating between the causes of disadvantage for different social groups.</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 are some references to evidence relating to and 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	<p>(2 marks) Answers in this level demonstrate a reasonable depth of knowledge and understanding of some of the causes of poorer life-chances for some groups of people. Answers focus primarily on one or two causes or identify a wider range but in a less developed manner. Examples and evidence used are broadly accurate and relevant.</p>	<p>(2 marks) Answers in this level are characterised by a sound analysis and explanation of some of the causes of poorer life-chances for some groups of people. Answers have some analytical structure although some elements are not well-linked to the question.</p>	(see above)
Level 1	<p>(1 mark) Answers in this level demonstrate a limited knowledge and understanding of some of the causes of poorer life-chances for some groups of people. There is little understanding of the reasons for different life-chances. 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 explanation of some of the causes of poorer life-chances for some groups of people. Answers lack analytical structure or may contain elements that are of little relevance to the question.</p>	<p>(1 mark) Answers in this level 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 effectiveness of government policies designed to create equal opportunities for all groups of citizens. <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 equal opportunities policies in terms of specific legislation and more general issues. Reference is made to aspects of equal opportunities legislation, education, the criminal justice system and other policies relating to gender, ethnicity, age, disability or sexuality. Answers take the form of a broad approach which examines equal opportunities policies in general or alternatively they focus in greater detail on the effectiveness of some specific policies. The evidence and examples presented are relevant and accurate.</p>	<p>(5 – 6 marks) Answers in this level are characterised by a detailed, explicit evaluation of the effectiveness of equal opportunities policies in terms of specific legislation or more general issues. Answers have a clear rationale and analytical structure, perhaps through indicating an awareness of the different forms of equal opportunities legislation. Evaluation takes the form of some assessment of the impact of policies on life-chances or an examination of different forms of equal opportunity legislation relating to different social groups.</p>	<p>(3 – 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 is some reference to evidence relating to and appropriate to the study of Citizenship.</p>
Level 2	<p>(3 – 4 marks) Answers in this level demonstrate a reasonable depth of knowledge and understanding of equal opportunities policies in terms of specific legislation and more general issues. There is a tendency simply to describe policies or equal opportunities issues. Examples and evidence used is broadly accurate, although their relevance is not always made explicit.</p>	<p>(3 – 4 marks) Answers in this level 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 are not well-linked to the question. There is some, if limited, focus on assessing the reasoning behind, or impact of, government policies.</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 in this level demonstrate limited knowledge and understanding of equal opportunities. There is little or no knowledge of specific policies or of general equal opportunities issues. Answers are likely to rely on commonsense knowledge or they lack depth or breadth of relevant knowledge.</p>	<p>(1 – 2 marks) Answers in this level 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>(1 – 2 marks) 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.</p>

ASSESSMENT UNIT 3 Question 2(a)			
2(a)	With reference to one or more campaigns with which you are familiar, briefly examine some of the characteristics that a local pressure group needs to be successful. <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 some of the characteristics a local pressure group needs to be successful. There is reference to a range of characteristics drawn from organisation, clear aims and objectives, ability to resolve conflict, inclusion, local media manipulation, fundraising, agreed strategies, etc. Answers focus in some depth on a few of these characteristics or identify a wider range in less detail. Reference is made to actual campaigns. Examples and evidence used is accurate and relevant. Examples may relate to a pressure group organised around a local issue or to a locally-organised pressure group</p>	<p>(3 – 4 marks) Answers in this level are characterised by detailed, explicit analysis and explanation of some characteristics a local pressure group needs to be successful. Answers have a clear rationale and analytical structure. This may take the form of identifying links between different characteristics, relating examples closely to the question or through relating characteristics to aims.</p>	<p>(2 marks) Answers in this level 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 2(a) cont'd			
2(a)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 2	<p>(2 marks) Answers in this level demonstrate a reasonable depth of knowledge and understanding of some of the characteristics a local pressure group needs to be successful. Answers focus primarily on one or two of these characteristics in detail or identify a wider range of actions, but in a less developed manner. Answers tend to focus more exclusively on the kinds of actions local pressure groups can take. Examples and evidence used is broadly accurate and relevant.</p>	<p>(2 marks) Answers in this level are characterised by a sound analysis and explanation of some of the characteristics a local pressure group needs to be successful. Answers have some analytical structure, although some elements may not be well-linked to the question.</p>	(see above)
Level 1	<p>(1 mark) Answers in this level demonstrate a limited knowledge and understanding of the characteristics a local pressure group needs to be successful. There is little understanding of these attributes. Answers are likely to rely on commonsense knowledge and understanding and will lack depth or breadth of relevant knowledge.</p>	<p>(1 mark) Answers in this level are characterised by a limited analysis and explanation of a few of the characteristics a local pressure group needs to be successful. 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 2(b)			
2(b)	<p>‘Through socialisation in the family, school and mass media, society teaches us how to think and act from the moment we are born until the day we die.’ Assess this claim.</p> <p style="text-align: right;"><i>(20 marks)</i></p>		
	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 individuals’ attitudes. Answers may identify gender-based differences in socialisation, continuities and contradictions within the socialisation process or the role of other factors other than socialisation in the creation of attitudes. Candidates may make reference to concepts such as primary socialisation, secondary socialisation, nature-nurture, 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 detailed analysis and evaluation of the impact of both primary and secondary socialisation on individual’s attitudes. 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 socialisation on peoples’ attitudes. Towards the top of this Level, candidates will begin to consider both primary and secondary socialisation. 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 the individual’s attitudes. This will be less explicit and will probably take the form of a limited range of arguments. Answers will tend to describe rather than apply examples and evidence although these will have some links to the question.</p>	<p>(2 marks) Answers in this level 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>

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 1	<p>(1 – 2 marks) Answers in this level demonstrate a limited knowledge of the impact of socialisation on individual's attitudes. These will be 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>(1 – 2 marks) Answers in this level are characterised by a limited analysis and evaluation of the impact of socialisation on individual's attitudes. Examples and evidence will be 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 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.</p>

ASSESSMENT UNIT 3 Question 3(a)			
3(a)	Briefly examine some of the ways in which the mass media may create negative images of certain social groups. <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 some of the ways in which the mass media may create negative images of certain social groups. Answers may draw on issues relating to the process of labelling, news values, deviancy amplification, gatekeepers, the concentration of ownership, use of headlines, language, images, etc. Answers may draw on examples and evidence of media coverage of particular social groups.</p>	<p>(3 – 4 marks) Answers in this level are characterised by a detailed, explicit examination of some of the ways in which the mass media may create negative images of certain social groups. Answers have a clear rationale and analytical structure. This may take the form of examining the nature of such negative images or the processes involved in relation to one or more social groups or an examination of how negative images are difficult to define and measure.</p>	<p>(2 marks) Answers in this level 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 some of the ways in which the mass media may create negative images of certain social groups. Examples and evidence used will be broadly accurate although their evidence 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 the mass media may create negative images of certain social groups. Answers have some analytical structure although some elements may not be well-linked to the question.</p>	

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 a limited knowledge and understanding of some of the ways in which the mass media may create negative images of certain social groups. Answers are likely to rely on commonsense knowledge or they may lack depth or breadth of relevant knowledge.</p>	<p>(1 mark) Answers in this level are characterised by a partial and, in places, possible inaccurate, presentation of some of the ways in which the mass media may create negative images of certain social groups. Answers will lack any 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 different explanations of the existence of poverty in modern Britain. <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 different explanations of the existence of poverty in modern Britain. Reference may be made to causes suggested by culture of poverty, New Right and structural explanations of poverty. Coverage of these explanations is supported by appropriate evidence and relevant examples. Answers focus on more than one explanation of poverty. Candidates may make reference to concepts such as underclass, cycle of poverty, deprivation, poverty trap and immediate gratification.</p>	<p>(6 – 8 marks) Answers in the level are characterised by detailed explanation, analysis and evaluation of different explanations of the existence of poverty in modern Britain. Evaluation is explicit, possibly in the form of a critical analysis of the problems of defining and measuring poverty, through criticisms of different explanations or through direct comparison of alternative explanations.</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 different explanations of the existence of poverty in modern Britain. Candidates may refer in detail to only one explanation. Evidence presented is broadly relevant and generally accurate although examples may not always be well-linked to the question.</p>	<p>(3 – 5 marks) Answers in this level are characterised by a reasonable explanation, analysis and evaluation of different explanations of the existence of poverty in modern Britain. These are less explicit and probably take the form of a limited range of examples of groups more likely to be in poverty. Answers tend to describe rather than apply examples and evidence, although these will have some links to the question.</p>	<p>(2 marks) Answers in this level 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>

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 in this level demonstrate a limited knowledge of one or two aspects relating to explanations of the existence of poverty in modern Britain. 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>(1 – 2 marks) Answers in this level are characterised by a limited explanation, analysis and evaluation of different explanations of the existence of poverty in modern Britain. Examples and evidence are commonsensical and 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 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.</p>