



General Certificate of Education

Social Science: Citizenship 5101

SSC3 The Citizen, Society and the Community

Mark Scheme

2006 examination –January 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 explicit and detailed evaluation of relevant theories, terms, concepts and/or evidence. Problems are fully and explicitly addressed and decisions are fully and appropriately justified.</p>	<p>Answers are characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation.</p> <p>Arguments are logical and explicitly address the question. Arguments are developed with reference to evidence in fluent and lucid English, with a wide conceptual vocabulary appropriate to the study of Citizenship.</p>
Level 2	<p>Answers are characterised by a good knowledge of appropriate literature. Some relevant evidence in reasonable depth and breadth. A good understanding of relevant theories, terms, concepts and evidence is displayed.</p> <p>A reasonable awareness of contemporary debates and issues is in evidence.</p>	<p>Answers are characterised by some evaluation of relevant theories, terms, concepts and/or evidence although this may be implicit at times. Problems are partially addressed and decisions tend towards implicit justification.</p>	<p>Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence, usually related and appropriate to the study of Citizenship.</p>
Level 1	<p>Answers are characterised by either a very simple understanding of relevant theories, concepts and evidence and/or common-sense anecdotal assertions. Another characteristic of this level is the lack of knowledge of appropriate literature. Minimal relevant evidence, lacking in appropriate depth and breadth, is also consistent with this level. Answers are also characterised by a lack of awareness of contemporary debates and issues.</p>	<p>Answers are characterised by a simplistic evaluation of relevant theories, terms, concepts and/or evidence. Problems are either not, or only implicitly, addressed and decisions, if any, tend to be justified in 'of course' terms.</p>	<p>Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there is little or no usage of a conceptual vocabulary. Evidence is minimal, with points often being unconnected, and there is little attempt to address the task in hand.</p>

ASSESSMENT UNIT 1			
Question 1(a)			
1(a)	Briefly explain what is meant by <i>a culture of welfare dependency</i> (Source A). <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 identify and briefly explain, either fully or partially, the whole term.		
Level 1	(1–2 marks) Answers in this level <i>either</i> identify and briefly explain one appropriate aspect <i>or</i> identify two aspects.		

1(b)	Briefly examine some of the reasons why some groups of people are more likely to become part of an ‘underclass’. <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 some of the reasons why some groups of people are more likely to become part of an ‘underclass’. There is reference to a range of reasons probably drawn from issues relating to discrimination, structural explanations of poverty, dual labour market, socialisation, reliance on welfare benefits, 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 reasons according to gender, ethnicity etc. Examples and evidence used are accurate and relevant.	(3–4 marks) Answers in this level are characterised by detailed, explicit analysis and explanation of some of the reasons why some groups of people are more likely to become part of an ‘underclass’. Answers have a clear rationale and analytical structure. This may take the form of identifying links between reasons, relating examples closely to the question or differentiating between reasons relating to gender, ethnicity, etc.	(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 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 some of the reasons why some groups of people are more likely to become part of an ‘underclass’. Answers may focus primarily on one or two reasons or identify a wider range but in a less developed manner. Examples and evidence used are broadly accurate and relevant.	(2 marks) Answers in this level are characterised by a sound analysis and explanation of some of the reasons why some groups of people are more likely to become part of an ‘underclass’. Answers have some analytical structure although some elements may not be well-linked to the question.	

ASSESSMENT UNIT 1			
Question 1(b) cont'd			
	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 the reasons why some groups of people are more likely to become part of an 'underclass'. There is little understanding of the range of reasons. 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 reasons why some groups of people are more likely to become part of an 'underclass'. 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. Evidence is minimal, with points often being unconnected, resulting in little attempt to address the question.</p>

ASSESSMENT UNIT 1 Question 1(c)			
1(c)	‘Poverty will always be with us. Government policies will never eliminate it.’ Assess this view. <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 a range of anti-poverty policies brought in by governments. Reference may be made to the policies identified in Source B and to other policies relating to poverty reduction. Answers examine some aspects of the reasoning behind these policies and/or have some focus on their likely impact on poverty. This may take the form of a broad approach with limited depth or one that examines a narrower range of policies and issues in greater detail. The evidence and examples presented are relevant and accurate.</p>	<p>(5–7 marks) Answers in this level are characterised by a detailed, explicit analysis and evaluation of the extent to which anti-poverty policies may reduce or eliminate poverty. Answers have a clear rationale and analytical structure. There is an explicit assessment of the reasoning behind these policies and/or of their likely impact on poverty. The conclusion is based on the evidence presented.</p>	<p>(4 marks) Answers are characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation. Arguments are logical and explicitly address the question. Arguments are developed with reference to evidence in fluent and lucid English with a wide conceptual vocabulary appropriate to the study of Citizenship.</p>

ASSESSMENT UNIT 1 Question 1(c) cont'd			
1(c)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 2	<p>(2–3 marks) Answers in this level demonstrate a reasonable depth of knowledge and understanding of a range of anti-poverty policies and of the causes of poverty. There is some, if limited, focus on the reasoning behind these policies or on their impact on poverty. 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 some anti-poverty policies or of the causes of poverty. There is some, if limited, focus on assessing the reasoning behind, or impact of, these policies on poverty. There is some attempt to draw a conclusion from the evidence presented.</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>
Level 1	<p>(1 mark) Answers in this level demonstrate limited knowledge and understanding of anti-poverty policies and of the causes of poverty. There is little or no consideration of the reasoning behind these policies or of 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>(1–2 marks) Answers in this level are characterised by a partial, and in places possibly inaccurate, analysis of the anti-poverty policies and of the causes of poverty. 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 impact of, these policies on poverty.</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. Evidence is minimal, with points often being unconnected, resulting in little attempt to address the question.</p>

ASSESSMENT UNIT 1			
Question 2(a)			
2(a)	Briefly examine, using examples, ways in which local pressure groups use the media to achieve their aims. <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 pressure groups may use the media to achieve their aims. There is reference to a range drawn from: taking newsworthy actions, using PR organisations, press releases, timing of events to fit new coverage, accessing media gatekeepers, 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, and may be drawn from local, national or global campaigns.</p>	<p>(3–4 marks) Answers in this level are characterised by detailed, explicit analysis and explanation of the ways in which pressure groups may use the media to achieve their aims. Answers have a clear rationale and analytical structure. This may take the form of identifying links between different elements in this process, relating examples closely to the question or differentiating between different types of local pressure group.</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 pressure groups may use the media to achieve their aims. Answers may focus primarily on one or two ways 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 the ways in which pressure groups may use the media to achieve their aims. Answers have some analytical structure although some elements may not be well-linked to the question.</p>	

ASSESSMENT UNIT 1			
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 a limited knowledge and understanding of the ways in which pressure groups may use the media to achieve their aims. Answers may well be limited to a simple description of the actions a group could take to get media attention. 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 a few aspects of local pressure groups. 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. Evidence is minimal, with points often being unconnected, resulting in little attempt to address the question.</p>

ASSESSMENT UNIT 1			
Question 2(b)			
2(b)	‘Anti-discrimination laws in Britain have failed to reduce discrimination against groups such as women, minority ethnic communities and disabled people.’ Assess this claim. <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 forms of anti-discrimination legislation in Britain. Reference may be made to legislation relating to employment, housing, education, pay, access and so on, as well as to the legal penalties and processes by which discrimination is constrained. Candidates may show some understanding of the differences in legislation relating to different social groups. Coverage of relevant issues is supported by appropriate evidence and relevant examples. Answers may give some consideration to the problems of identifying discrimination.</p>	<p>(6–8 marks) Answers in this level are characterised by detailed comparison, analysis and evaluation of the impact of anti-discrimination legislation in Britain. Evaluation is explicit, possibly in the form of a critical analysis of the problems of defining and identifying discrimination, or through an estimation of the effect of such legislation. Arguments and evidence are presented in a way that tests the claim that legislation has failed to reduce discrimination.</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 1 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 knowledge and understanding of different forms of anti-discrimination legislation in Britain. 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 the impact of anti-discrimination legislation in Britain. This is less explicit and probably takes the form of a limited range of examples of legal approaches. 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 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 demonstrate a limited knowledge of different forms of anti-discrimination legislation in 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 forms of anti-discrimination legislation in Britain. Examples and evidence are commonsensical and poorly applied to the question. There is likely to be limited assessment, if any, of the impact of legislation.</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 1 Question 3(a)			
3(a)	Briefly examine the impact of discrimination on individuals. <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 effects of discrimination on individuals. 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 are accurate and relevant.</p>	<p>(3–4 marks) Answers in this level are characterised by detailed, explicit analysis and explanation of some of the effects of discrimination on individuals. 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 scale of different effects.</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 related 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 effects of discrimination on individuals. Answers may focus primarily on one or two 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>(2 marks) Answers in this level are characterised by a sound analysis and explanation of some of the effects of discrimination on individuals. Answers have some analytical structure although some elements may not be well-linked to the question.</p>	

ASSESSMENT UNIT 1 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 some of the effects of discrimination on individuals. 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>(1 mark) Answers in this level are characterised by a limited analysis and explanation of a few effects of discrimination on individuals. 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. Evidence is minimal, with points often being unconnected, resulting in little attempt to address the question.</p>

ASSESSMENT UNIT 1 Question 3(b)			
3(b)	Assess different explanations of the extent to which the media influence people's attitudes and behaviour. <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 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 is 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>(6–8 marks) Answers in this level 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 direct comparison of different models.</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 1 Question 3(b) cont'd			
3(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 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 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 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 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 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 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.</p>	<p>(1–2 marks) Answers in this level 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.</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>