



General Certificate of Education

Social Science: Citizenship 5101

SSC3 The Citizen, Society and the Community

Mark Scheme

2006 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

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, 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 identify two ways in which governments could limit media influence. <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 two appropriate ways such as censorship, state ownership, licensing, limiting extent of ownership etc.		
Level 1	(1–2 marks) Answers in this level <i>either</i> identify one appropriate way <i>or</i> partially identify one or two ways.		

ASSESSMENT UNIT 1 Question 1(b)			
1(b)	Using Source B and your own knowledge, briefly examine some of the ways in which the media can label and stereotype particular 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 the ways in which the media can label and stereotype particular social groups. There are references to a range of ways, probably drawn from issues relating to the process of labelling, deviancy amplification, gatekeepers, images, headlines, coverage, language, etc. Answers may focus in some depth on a few of these effects, or identify a wider range in less detail. Examples and evidence used are accurate and relevant.</p>	<p>(3–4 marks) Answers in this level are characterised by detailed, explicit analysis and evaluation of some of the ways in which the media can label and stereotype particular social groups. Answers have a clear rationale and analytical structure. This may take the form of identifying links between ways, relating examples closely to the question or differentiating between ways relating to gender, ethnicity, etc.</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 ways in which the media can label and stereotype particular social groups. 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.</p>	<p>(2 marks) Answers in this level are characterised by a sound analysis and evaluation of some of the ways in which the media can label and stereotype particular social groups. Answers have some analytical structure although some elements may not be well-linked to the question.</p>	

ASSESSMENT UNIT 1 Question 1(b) cont'd			
1(b)	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 1	<p>(1 mark) Answers in this level demonstrate a limited knowledge and understanding of one or two ways in which the media can label and stereotype particular social groups. There is little understanding of the range of ways. Answers may be heavily reliant on material from the Sources. Answers are likely to rely on common sense knowledge and understanding and lack depth or breadth of relevant knowledge.</p>	<p>(1 mark) Answers in this level are characterised by a limited analysis and evaluation of some of the ways in which the media can label and stereotype particular social 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 1(c)			
1(c)	Assess the ways in which local community campaigns can use the media to achieve their aims. <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 ways local community campaigns can use the media in order to achieve their aims. Reference may be made to the ways such as press releases, organising news-friendly events, letter-writing campaigns, advertising, courting journalists, etc. Answers examine some aspects of the reasoning behind these ways and/or have some focus on their likely impact. Answers may deal with differences between types of media, a local/national media dimension or make reference to examples of campaigns. 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 ways local community campaigns can use the media in order to achieve their aims. Answers have a clear rationale and analytical structure. There is an explicit assessment of the reasoning behind these ways and/or of their likely impact.</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 some of the ways local community campaigns can use the media in order to achieve their aims. There may be some limited focus on the reasoning behind these policies or on their impact. Examples and evidence used are broadly accurate although their relevance may not always be made explicit.</p>	<p>(3–4 marks) Answers in this level are characterised by a sound examination of some of the ways local community campaigns can use the media in order to achieve their aims. Answers have some analytical structure although some elements may not be well-linked to the question. There is some, if limited, focus on assessing the reasoning behind, or impact of, these ways.</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 one or two ways local community campaigns can use the media in order to achieve their aims. There is little or no consideration of the reasoning behind these ways or on the impact they may have had. Answers are likely to rely on common sense knowledge or they may lack depth or breadth of relevant knowledge.</p>	<p>(1–2 marks) Answers in this level are characterised by a limited and, in places, possibly inaccurate analysis of the ways local community campaigns can use the media in order to achieve their aims. Answers lack any analytical structure or may contain elements that are of little relevance to the question. There is little or no focus on the reasoning behind, or the impact of, these ways.</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 developed, there is little or no usage of a conceptual vocabulary. There is minimal evidence, with points often being unconnected with little attempt to address the question.</p>

ASSESSMENT UNIT 1			
Question 2(a)			
2(a)	Briefly examine some of the effects of poverty on individual citizens. <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 effects of poverty on individual citizens. There is reference to a range of issues relating to the effects of poverty, such as the impact on schooling, employment opportunities, welfare, the role of the state, the cost of poverty, health, social exclusion, the creation of negative attitudes and so on. Answers may make use of appropriate concepts such as ‘absolute’ and ‘relative’ definitions of poverty. Answers may focus in some depth on a few of these ways, or identify a wider range in less detail. Examples and evidence used are accurate and relevant.</p>	<p>(3–4 marks) Answers in this level are characterised by detailed, explicit analysis and evaluation of the effects of poverty on individual citizens. Answers have a clear rationale and analytical structure. This may take the form of identifying the links between different consequences or through identifying the scale of these consequences.</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	(2 marks) Answers in this level demonstrate a reasonable depth of knowledge and understanding of the effects of poverty on individual citizens. Answers may focus primarily on one or two of these ways or identify a wider range but in a less developed manner. Examples and evidence used will be broadly accurate although their relevance may not always be made explicit.	(2 marks) Answers in this level are characterised by a sound examination of some of the effects of poverty on individual citizens. Answers have some analytical structure although some elements may not be well-linked to the question.	
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	(1 mark) Answers in this level demonstrate limited knowledge and understanding of the social consequences of the effects of poverty on individual citizens. There is little understanding of the impact of poverty. Answers are likely to rely on common sense knowledge or they may lack depth or breadth of relevant knowledge.	(1 mark) Answers in this level are characterised by a limited analysis and evaluation of one or two aspects of poverty. Answers lack analytical structure or may contain elements that are of little relevance to the question.	(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.

ASSESSMENT UNIT 1			
Question 2(b)			
2(b)	Assess the ways in which governments can encourage equal opportunities for all citizens. <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 ways in which governments can encourage equal opportunities for all citizens. There are references to a range of ways, probably drawn from issues relating to legislation, quotas, positive discrimination, leading by example, campaigns, education, etc. 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 responses to unequal opportunities according to gender, ethnicity, disability, etc. Examples and evidence used are accurate and relevant.</p>	<p>(6–8 marks) Answers in this level are characterised by detailed, explicit analysis and evaluation of the ways in which governments can encourage equal opportunities for all citizens. Answers have a clear rationale and analytical structure. This may take the form of identifying links between different ways or differentiating between the appropriateness of different ways for different social groups experiencing unequal opportunities.</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 depth of knowledge and understanding of some of the ways in which governments can encourage equal opportunities for all citizens. Answers may focus primarily on a few reasons or identify a wider range but in a less developed manner. Examples and evidence used are broadly accurate and relevant.</p>	<p>(3–5 marks) Answers in this level are characterised by a sound analysis and evaluation of some of the ways in which governments can encourage equal opportunities for all citizens. Answers have some analytical structure although some elements may not be well-linked to the question.</p>	<p>(2 marks) Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments are presented using a reasonable conceptual vocabulary. These are developed with some reference to evidence usually related and appropriate to the study of Citizenship.</p>
Level 1	<p>(1–2 marks) Answers in this level demonstrate a limited knowledge and understanding of one or two ways in which governments can encourage equal opportunities for all citizens. There is little understanding of these ways. Evidence and examples tend to be drawn from a common sense understanding and are weakly applied to the question or poorly described.</p>	<p>(1–2 marks) Answers in this level are characterised by a limited analysis and evaluation of one or two ways in which governments can encourage equal opportunities for all citizens. Answers lack analytical structure or may contain elements that are of little relevance to the question.</p>	<p>(1 mark) Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Arguments are presented with little reference to a conceptual vocabulary. Evidence is limited and not well applied to the question.</p>

ASSESSMENT UNIT 1 Question 3(a)			
3(a)	Briefly examine the ways in which socialisation creates an individual's identity. <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 socialisation creates an individual's identity. There are references to a range of ways in which individuals are socialised, drawn from different expectations, differing levels of control, toys, primary socialisation, media images, secondary socialisation, etc. 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 effect socialisation has on identity 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 evaluation of the ways in which socialisation creates an individual's identity. Answers have a clear rationale and analytical structure. This may take the form of identifying links between different elements in the socialisation process or identifying links between socialisation and the construction of different identities.</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>

<p>Level 2</p>	<p>(2 marks) Answers in this level demonstrate a reasonable depth of knowledge and understanding of the ways in which socialisation creates an individual's identity. Answers may focus primarily on one or of these 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 evaluation of the ways in which socialisation creates an individual's identity. Answers have some analytical structure although some elements may not be well-linked to the question.</p>	
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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 the ways in which socialisation creates an individual's identity. There is little understanding of the role played by socialisation, probably confusing it with 'socialising'. Answers are likely to rely on common sense knowledge and understanding and lack depth or breadth of relevant knowledge.</p>	<p>(1 mark) Answers in this level are characterised by a limited analysis and evaluation of one or two aspects of socialisation. 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 the reasons why some social groups experience unequal life-chances in areas such as health, education and employment. <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 causes of poorer life-chances for some groups of people. There are references 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 may 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 discrimination according to gender, ethnicity, etc. Candidates may refer to life-chances other than health, education and employment. Examples and evidence used are accurate and relevant.</p>	<p>(6–8 marks) Answers in this level are characterised by detailed, explicit analysis and evaluation of some of the causes of poorer life-chances for some groups of people. Answers have a clear rationale and analytical structure. This may take the form of identifying links between different causes, relating examples of poorer life-chances to causes or differentiating between the causes of unequal life-chances for different social groups.</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 depth of knowledge and understanding of the some of the causes of poorer life-chances for some groups of people. Answers may focus primarily on a few reasons or identify a wider range but in a less developed manner. Examples and evidence used are broadly accurate and relevant.</p>	<p>(3–5 marks) Answers in this level are characterised by a sound analysis and evaluation of some of the causes of poorer life-chances for some groups of people. Answers have some analytical structure although some elements may not be well-linked to the question.</p>	<p>(2 marks) Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments are presented using a reasonable conceptual vocabulary. These are developed with some reference to evidence usually related and appropriate to the study of Citizenship.</p>
Level 1	<p>(1–2 marks) Answers in this level demonstrate a limited knowledge and understanding of one or two causes of poorer life-chances for some groups of people. There is little understanding of these causes. Evidence and examples tend to be drawn from a common sense understanding and are weakly applied to the question or poorly described.</p>	<p>(1–2 marks) Answers in this level are characterised by a limited analysis and evaluation of one or two 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 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>