



**General Certificate of Education**

**Social Science: Citizenship 5101**

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

**Mark Scheme**

*2007 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.

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

### **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 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**

	<b>Knowledge and Understanding</b>	<b>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. 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>	Using Source B, briefly explain what is meant by 'discrimination' and show how it differs from prejudice. <i>(4 marks)</i>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 2</b>	<p><b>(3–4 marks)</b></p> <p>Answers in this level offer an appropriate explanation of both 'prejudice' and 'discrimination'.</p>		
<b>Level 1</b>	<p><b>(1–2 marks)</b></p> <p>Answers in this level offer a partial explanation of both terms or an appropriate explanation of one of the terms.</p>		

<b>ASSESSMENT UNIT 3</b> <b>Question 1(b)</b>			
<b>1(b)</b>	Briefly examine why some minority ethnic groups experience poorer life chances than the general population. <i>(10 marks)</i>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(3–4 marks)</b></p> <p>Answers in this level demonstrate a good depth of knowledge and understanding of some of the reasons why some minority ethnic groups experience poorer life chances than the general population. There is reference to a range of reasons probably drawn from issues relating to discrimination, institutional and other forms of racism, stereotyping, media representation, scapegoating, historical contexts, etc. Answers may focus in some depth on a few of these reasons, or identify a wider range in less detail. Examples and evidence used is accurate and relevant.</p>	<p><b>(3–4 marks)</b></p> <p>Answers in this level are characterised by detailed, explicit analysis and evaluation of some of the reasons why some minority ethnic groups experience poorer life chances than the general population. 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 different minority ethnic groups, etc.</p>	<p><b>(2 marks)</b></p> <p>Answers are characterised by excellent or reasonably good grammar and expression. There may be occasional errors of spelling and punctuation. Arguments are developed using a wide or reasonable conceptual vocabulary appropriate to the study of Citizenship</p>

<b>ASSESSMENT UNIT 3</b> <b>Question 1(b) cont'd</b>			
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 2</b>	<p><b>(2 marks)</b></p> <p>Answers in this level demonstrate a reasonable depth of knowledge and understanding of some of the reasons why some minority ethnic groups experience poorer life chances than the general population. 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><b>(2 marks)</b></p> <p>Answers in this level are characterised by a sound analysis and evaluation of some of the reasons why some minority ethnic groups experience poorer life chances than the general population. Answers have some analytical structure although some elements may not be well linked to the question.</p>	
<b>Level 1</b>	<p><b>(1 mark)</b></p> <p>Answers in this level demonstrate a limited knowledge and understanding of one or two reasons why some minority ethnic groups experience poorer life chances than the general population. There is little understanding of the range of reasons. Answers may be heavily reliant on material from the Sources or may rely on commonsense knowledge and understanding. Answers lack depth or breadth of relevant knowledge.</p>	<p><b>(1 mark)</b></p> <p>Answers in this level are characterised by a limited analysis and evaluation of some of the reasons why some minority ethnic groups experience poorer life chances than the general population. Answers lack analytical structure or may contain elements that are of little relevance to the question.</p>	<p><b>(1 mark)</b></p> <p>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>

<b>ASSESSMENT UNIT 3</b> <b>Question 1(c)</b>			
<b>1(c)</b>	Assess the ways in which governments can attempt to reduce discrimination based on race and ethnicity. <span style="float: right;"><i>(16 marks)</i></span>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(4–5 marks)</b></p> <p>Answers in this level demonstrate a good depth of knowledge and understanding of the ways in which governments can attempt to reduce discrimination based on race and ethnicity. There is reference 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. Examples and evidence used are accurate and relevant. Answers may draw on cross-cultural examples.</p>	<p><b>(5–7 marks)</b></p> <p>Answers in this level are characterised by a detailed, explicit analysis and evaluation of the ways in which governments can attempt to reduce discrimination based on race and ethnicity. Answers have a clear rationale and analytical structure. There is an explicit assessment of the reasoning behind these ways and/or their likely impact.</p>	<p><b>(4 marks)</b></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>ASSESSMENT UNIT 3</b> <b>Question 1(c) cont'd</b>			
<b>1(c)</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 2</b>	<p><b>(2–3 marks)</b></p> <p>Answers in this level demonstrate a reasonable depth of knowledge and understanding of some of the ways in which governments can attempt to reduce discrimination based on race and ethnicity. There may be some, limited focus on the reasoning behind these ways or on their impact. Examples and evidence used are broadly accurate although their relevance may not always be made explicit.</p>	<p><b>(3–4 marks)</b></p> <p>Answers in this level are characterised by a sound examination of some of the ways in which government can attempt to reduce discrimination based on race and ethnicity. 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><b>(2–3 marks)</b></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><b>(1 mark)</b></p> <p>Answers in this level demonstrate limited knowledge and understanding of one or two ways in which governments can attempt to reduce discrimination based on race and ethnicity. 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 commonsense knowledge or they may lack depth or breadth of relevant knowledge.</p>	<p><b>(1–2 marks)</b></p> <p>Answers in this level are characterised by limited and in places, possibly inaccurate, analysis of one or two ways in which governments can attempt to reduce discrimination based on race and ethnicity. 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><b>(1 mark)</b></p> <p>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>

<b>ASSESSMENT UNIT 3</b> <b>Question 2(a)</b>			
<b>2(a)</b>	Briefly examine the ways in which the mass media may be biased in its representation of different social groups. <span style="float: right;"><i>(10 marks)</i></span>		
	<b>Assessment Objective</b> <b>AO1</b> <b>Knowledge and Understanding</b>	<b>Assessment Objective</b> <b>AO2</b> <b>Analysis and Evaluation</b>	<b>Assessment Objective</b> <b>AO3</b> <b>Communication</b>
<b>Level 3</b>	<p><b>(3–4 marks)</b></p> <p>Answers in this level demonstrate a good depth of knowledge and understanding of some of the ways in which the mass media may create a biased representation of certain social groups. Answers may draw on issues relating to the process of labelling, definitions of bias, news values, deviancy amplification, gatekeepers, use of headlines, language, images etc. Answers may draw on examples and evidence of media coverage of particular social groups. Answers may focus in some depth on a few of these ways or identify a wider range in less detail. Examples and evidence used will be accurate and relevant.</p>	<p><b>(3–4 marks)</b></p> <p>Answers in this level are characterised by detailed, explicit analysis and evaluation of some of the ways in which the mass media may create a biased representation of certain social groups. Answers have a clear rationale and analytical structure. This may take the form of identifying the links between different forms of misrepresentation or through estimating the effects of biased representation.</p>	<p><b>(2 marks)</b></p> <p>Answers are characterised by excellent or reasonably good grammar and expression. There may be occasional errors of spelling and punctuation. Arguments are developed using a wide or reasonable conceptual vocabulary appropriate to the study of Citizenship</p>
<b>Level 2</b>	<p><b>(2 marks)</b></p> <p>Answers in this level demonstrate a reasonable depth of knowledge and understanding of some of the ways in which the mass media may create a biased representation of certain social groups. Answers may focus primarily on one or two of these ways or identify a wider range, but in a less developed manner. Examples and evidence used are broadly accurate although their relevance may not always be made explicit.</p>	<p><b>(2 marks)</b></p> <p>Answers in this level are characterised by a sound examination of some of the ways in which the mass media may create a biased representation of certain social groups. Answers will have some analytical structure although some elements may not be well linked to the question.</p>	

<b>ASSESSMENT UNIT 3</b> <b>Question 2(a) cont'd</b>			
<b>2(a)</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 1</b>	<p><b>(1 mark)</b></p> <p>Answers in this level demonstrate a limited knowledge and understanding of the ways in which the mass media may create a biased representation of certain social groups. There is little understanding of bias and representation. Answers are likely to rely on commonsense knowledge or they may lack depth or breadth of relevant knowledge.</p>	<p><b>(1 mark)</b></p> <p>Answers in this level are characterised by a limited analysis and evaluation of one or two ways in which the mass media may create a biased representation of certain social groups. Answers lack analytical structure or may contain elements that are of little relevance to the question.</p>	<p><b>(1 mark)</b></p> <p>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>

<b>ASSESSMENT UNIT 3</b>			
<b>Question 2(b)</b>			
<b>2(b)</b>	With reference to <b>one or more</b> community-based campaign(s), assess the methods local pressure groups can use to achieve their aims. <span style="float: right;"><i>(20 marks)</i></span>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(6–8 marks)</b></p> <p>Answers in this level demonstrate a good depth of knowledge and understanding of a good range of methods which local pressure groups can use to achieve their aims. There is reference to a range of methods probably drawn from issues relating to use of the media, clarity of aims, breadth of support/membership, access to power, direct action, non-direct action, etc. Answers may focus in some depth on a few of these methods, or identify a wider range in less detail. Reference is made to at least one example of a local campaign. Examples and evidence used are accurate and relevant.</p>	<p><b>(6–8 marks)</b></p> <p>Answers in this level are characterised by detailed, explicit analysis and evaluation of some of the methods which local pressure groups can use to achieve their aims. This may take the form of identifying links between different methods, relating examples to methods or differentiating between the usefulness of different methods for different groups/causes.</p>	<p><b>(3–4 marks)</b></p> <p>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>

<b>ASSESSMENT UNIT 3</b> <b>Question 2(b) cont'd</b>			
<b>2(b)</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 2</b>	<p><b>(3–5 marks)</b></p> <p>Answers in this level demonstrate a reasonable depth of knowledge and understanding of a fair range of methods which local pressure groups can use to achieve their aims. 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><b>(3–5 marks)</b></p> <p>Answers in this level are characterised by a sound analysis and evaluation of some of the methods which local pressure groups can use to achieve their aims. Answers have some analytical structure although some elements may not be well linked to the question.</p>	<p><b>(2 marks)</b></p> <p>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>
<b>Level 1</b>	<p><b>(1–2 marks)</b></p> <p>Answers in this level demonstrate a limited knowledge and understanding of one or two methods which local pressure groups can use to achieve their aims. There is little understanding of these methods. Evidence and examples tend to be drawn from a commonsense understanding and are weakly applied to the question or poorly described.</p>	<p><b>(1–2 marks)</b></p> <p>Answers in this level are characterised by a limited analysis and evaluation of one or two methods which local pressure groups can use to achieve their aims. Answers lack analytical structure or may contain elements that are of little relevance to the question.</p>	<p><b>(1 mark)</b></p> <p>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>

<b>ASSESSMENT UNIT 3</b> <b>Question 3(a)</b>			
<b>3(a)</b>	Briefly examine the differences between primary and secondary socialisation. <i>(10 marks)</i>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(3–4 marks)</b></p> <p>Answers in this level demonstrate a good depth of knowledge and understanding of primary and secondary socialisation. There is reference to a range of ways in which individuals are socialised. These may be drawn from different expectations, differing levels of control, toys, media images, secondary socialisation, etc. Primary socialisation is appropriately located in the family/early years, whilst secondary socialisation is appropriately located in schooling, work, etc. Answers may be imbalanced in their coverage of primary and secondary socialisation. Reference may be made to differences in socialisation according to gender, ethnicity, etc. Examples and evidence used are accurate and relevant.</p>	<p><b>(3–4 marks)</b></p> <p>Answers in this level are characterised by detailed, explicit analysis and evaluation of primary and secondary socialisation. Answers have a clear rationale and analytical structure. For example, this may take the form of identifying links between different elements in the socialisation process.</p>	<p><b>(2 marks)</b></p> <p>Answers are characterised by excellent or reasonably good grammar and expression. There may be occasional errors of spelling and punctuation. Arguments are developed using a wide or reasonable conceptual vocabulary appropriate to the study of Citizenship</p>
<b>Level 2</b>	<p><b>(2 marks)</b></p> <p>Answers in this level demonstrate a reasonable depth of knowledge and understanding of the socialisation process. Answers may focus on either primary or secondary socialisation. Examples and evidence used are broadly accurate and relevant.</p>	<p><b>(2 marks)</b></p> <p>Answers in this level are characterised by a sound analysis and evaluation of either primary or secondary socialisation. Answers have some analytical structure although some elements may not be well linked to the question.</p>	

<b>ASSESSMENT UNIT 3</b>			
<b>Question 3(a) cont'd</b>			
<b>3(a)</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 1</b>	<p><b>(1 mark)</b></p> <p>Answers in this level demonstrate a limited knowledge and understanding of socialisation. 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.</p>	<p><b>(1 mark)</b></p> <p>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><b>(1 mark)</b></p> <p>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>

<b>ASSESSMENT UNIT 3</b> <b>Question 3(b)</b>			
<b>3(b)</b>	Assess the effects of poverty on individuals and social groups. <span style="float: right;"><i>(20 marks)</i></span>		
	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 3</b>	<p><b>(6–8 marks)</b></p> <p>Answers in this level demonstrate a good depth of knowledge and understanding of a good range of the effects of poverty on both individuals and social groups. There is reference to a range of effects, probably drawn from issues relating to social exclusion/inclusion, stakeholding, health, reliance on welfare, psychological impact, 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 effects in relation to different social groups more often found in poverty. Answers may distinguish between relative and absolute poverty. Examples and evidence used are accurate and relevant.</p>	<p><b>(6–8 marks)</b></p> <p>Answers in this level are characterised by a detailed, explicit analysis and evaluation of a good range of the effects of poverty on both individuals and social groups. Answers have a clear rationale and analytical structure. This may take the form of identifying links between different effects or linking the individual and social group dimensions of poverty. Alternatively, candidates may challenge the premise of the question, applying concepts of absolute and relative poverty.</p>	<p><b>(3–4 marks)</b></p> <p>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>



<b>ASSESSMENT UNIT 3</b> <b>Question 3(b) cont'd</b>			
<b>3(b)</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 2</b>	<p><b>(3–5 marks)</b></p> <p>Answers in this level demonstrate a reasonable depth of knowledge and understanding of a fair range of the effects of poverty on individuals and/or social groups. Answers 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><b>(3–5 marks)</b></p> <p>Answers in this level are characterised by a sound analysis and evaluation of some of the effects of poverty on individuals and/or social groups. Answers have some analytical structure although some elements may not be well linked to the question.</p>	<p><b>(2 marks)</b></p> <p>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>
<b>Level 1</b>	<p><b>(1–2 marks)</b></p> <p>Answers in this level demonstrate a limited knowledge and understanding of one or two effects of poverty on both individuals and/or social groups. There is little understanding of these ways. Evidence and examples tend to be drawn from a commonsense understanding and are weakly applied to the question or poorly described.</p>	<p><b>(1–2 marks)</b></p> <p>Answers in this level are characterised by a limited analysis and evaluation of one or two of the effects of poverty on individuals and/or social groups. Answers lack analytical structure or may contain elements that are of little relevance to the question.</p>	<p><b>(1 mark)</b></p> <p>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>