



General Certificate of Education

Social Science: Citizenship 5101

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

Mark Scheme

2008 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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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 AQA'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 are 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

	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. 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. 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 3 Question 1(a)			
1(a)	Briefly explain two reasons why many people are unwilling to report cases of gender discrimination. <i>(4 marks)</i>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 2	<p>(3–4 marks)</p> <p>Answers in the level offer an appropriate explanation of two appropriate reasons such as cost, fear of loss of job, fear of loss of promotion, lack of legal understanding, etc</p>		
Level 1	<p>(1-2 marks)</p> <p>Answers in this level offer a partial or incomplete explanation of one or two reasons.</p>		

ASSESSMENT UNIT 3 Question 1(b)			
1(b)	Briefly examine the ways in which males and females are socialised differently. <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)</p> <p>Answers in this level demonstrate a good depth of knowledge and understanding of some of the ways in which males and females are socialised differently. 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, work experiences, etc. Primary socialisation is appropriately located in the family/early years whilst secondary socialisation is appropriately located in schooling, work, etc. Examples and evidence used are accurate and relevant.</p>	<p>(3–4 marks)</p> <p>Answers in this level are characterised by a detailed, explicit analysis and evaluation of some of the ways in which males and females are socialised differently. Answers have a clear rationale and analytical structure. For example this may take the form of identifying links or differences between different elements in the socialisation process or an identification of similarities in socialisation.</p>	<p>(2 marks)</p> <p>Answers are characterised by reasonably good grammar and expression. There may be 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)</p> <p>Answers in this level demonstrate a reasonable depth of knowledge and understanding of some of the ways in which males and females are socialised differently. Answers may focus on one or two ways in depth or a wider range in less detail. Examples and evidence used are broadly accurate and relevant.</p>	<p>(2 marks)</p> <p>Answers in this level are characterised by a sound analysis and evaluation of some of the ways in which males and females are socialised differently. Answers have some analytical structure although some elements may not be well-linked to the question.</p>	

ASSESSMENT UNIT 3 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)</p> <p>Answers in this level demonstrate limited knowledge and understanding of the ways in which males and females are socialised differently. 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>(1 mark)</p> <p>Answers in this level are characterised by a limited analysis and evaluation of one or two ways in which males and females are socialised differently. Answers lack analytical structure or may contain elements that are of little relevance to the question.</p>	<p>(1 mark)</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. 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 ways in which government can attempt to reduce gender discrimination. <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)</p> <p>Answers in this level demonstrate a good depth of knowledge and understanding of the ways in which government can attempt to reduce discrimination based on gender. 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. Candidates may refer to actual legislation and its implementation. Examples and evidence used are accurate and relevant. Answers may draw on cross-cultural examples.</p>	<p>(5–7 marks)</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 gender. 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>(4 marks)</p> <p>Answers in this level 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 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 2	<p>(2–3 marks)</p> <p>Answers in this level demonstrate a reasonable depth of knowledge and understanding of some of the ways in which government can attempt to reduce discrimination based on gender. 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>(3–4 marks)</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 gender. 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)</p> <p>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 1	<p>(1 mark)</p> <p>Answers in this level demonstrate limited knowledge and understanding of one or two ways in which government can attempt to reduce discrimination based on gender. 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>(1–2 marks)</p> <p>Answers in this level are characterised by a limited, and in places possibly inaccurate, analysis of one or two ways in which government can attempt to reduce discrimination based on gender. Answers lack any analytical structure or may contain elements that are of little relevance to the question. There is a little or no focus on the reasoning behind, or the impact of these ways.</p>	<p>(1 mark)</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. 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)	Briefly examine the ways in which some minority ethnic groups may experience poorer life chances. <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)</p> <p>Answers in this level demonstrate a good depth of knowledge and understanding of some of the ways in which some minority ethnic groups may experience poorer life chances. Answers may draw on issues relating to the process of discrimination or examine the range of life chances that could be affected such as housing, employment, pay, promotion, poverty, education and so on. Answers may focus in some depth on a few of these ways, or identify a wider range in less detail. Answers may draw on examples and evidence of poorer life chances experienced by some minority ethnic groups. Examples and evidence used are accurate and relevant.</p>	<p>(3–4 marks)</p> <p>Answers in this level are characterised by a detailed, explicit analysis and evaluation of some of the ways in which some minority ethnic groups may experience poorer life chances. Answers have a clear rationale and analytical structure. This may take the form of identifying the links between different life chances or through indicating instances where life chances may not be poorer.</p>	<p>(2 marks)</p> <p>Answers are characterised by reasonably good grammar and expression. There may be 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)</p> <p>Answers in this level demonstrate a reasonable depth of knowledge and understanding of some ways in which some minority ethnic groups may experience poorer life chances. 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 are broadly accurate although their relevance may not always be made explicit.</p>	<p>(2 marks)</p> <p>Answers in this level are characterised by a sound examination of some of the ways in which some minority ethnic groups may experience poorer life chances. Answers have some analytical structure although some elements may not be well-linked to the question.</p>	

ASSESSMENT UNIT 3 Question 2(a) cont'd			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 1	<p>(1 mark)</p> <p>Answers in this level demonstrate limited knowledge and understanding of the ways in which some minority ethnic groups may experience poorer life chances. There is little understanding of life chances. Answers are likely to rely on commonsense knowledge or they may lack depth or breadth of relevant knowledge.</p>	<p>(1 mark)</p> <p>Answers in this level are characterised by a limited analysis and evaluation of one or two ways in which some minority ethnic groups may experience poorer life chances. Answers lack analytical structure or may contain elements that are of little relevance to the question.</p>	<p>(1 mark)</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. 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>‘Some groups are only portrayed negatively by the mass media.’ Assess the effects of mass media stereotypes and images on the way citizens think and act. (20 marks)</p>		
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 3	<p>(6–8 marks)</p> <p>Answers in this level demonstrate a good depth of knowledge and understanding of the effects of mass media stereotypes and images on the way people think and act. 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, including cross–cultural examples. Answers may give some consideration to the nature and extent of media stereotypes. Answers do not need to have a balanced coverage of influence on both thought and action. Answers should focus on alternative models of media influence in detail.</p>	<p>(6–8 marks)</p> <p>Answers in this level are characterised by a detailed, explicit analysis and evaluation of some of the effects of mass media stereotypes and images on the way people think and act. This may take the form of identifying links between different stereotypes, relating examples to theories or evaluating the usefulness of different models of media influence.</p>	<p>(3–4 marks)</p> <p>Answers in this level 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 3			
Question 2(b) cont'd			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 2	<p>(3–5 marks)</p> <p>Answers in this level demonstrate a reasonable depth of knowledge and understanding of mass media stereotypes and images and their potential effects on the way people think and act. Answers may focus primarily on a few aspects of media stereotyping and influence 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)</p> <p>Answers in this level are characterised by a sound analysis and evaluation of some of the effects of mass media stereotypes and images on the way people think and act. Answers have some analytical structure although some elements may not be well-linked to the question.</p>	<p>(2 marks)</p> <p>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>
Level 1	<p>(1–2 marks)</p> <p>Answers in this level demonstrate a limited knowledge and understanding of one or two effects of mass media stereotypes and images on the way people think and act. Evidence and examples tend to be drawn from a commonsense understanding and are weakly applied to the question or poorly described.</p>	<p>(1–2 marks)</p> <p>Answers in this level are characterised by a limited analysis and evaluation of one or two aspects of the effects of mass media stereotypes and images on the way people think and act. Answers lack analytical structure or may contain elements that are of little relevance to the question.</p>	<p>(1 mark)</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>

ASSESSMENT UNIT 3 Question 3(a)			
3(a)	Briefly examine the methods local pressure groups can use to gain support for their aims within the local community. <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)</p> <p>Answers in this level demonstrate a good depth of knowledge and understanding of the methods local pressure groups may use to gain support in the local community. There is reference to a range probably drawn from: clearly identifying their issues, direct action, lobbying, taking newsworthy actions, using PR organisations, press releases, timing of events to fit news 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 include reference to local campaigns with which the candidate is familiar.</p>	<p>(3–4 marks)</p> <p>Answers in this level are characterised by a detailed, explicit analysis and evaluation of the methods local pressure groups may use to gain support in the local community. Answers have a clear rationale and analytical structure. This may take the form of identifying links between different methods, relating examples closely to the question or differentiating between violent and non-violent action</p>	<p>(2 marks)</p> <p>Answers are characterised by reasonably good grammar and expression. There may be 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)</p> <p>Answers in this level demonstrate a reasonable depth of knowledge and understanding of the methods local pressure groups may use to gain support in the local community. 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)</p> <p>Answers in this level are characterised by a sound analysis and evaluation of the methods local pressure groups may use to gain support in the local community. 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			
	Assessment Objective AO1 Knowledge and Understanding	Assessment Objective AO2 Analysis and Evaluation	Assessment Objective AO3 Communication
Level 1	<p>(1 mark)</p> <p>Answers in this level demonstrate a limited knowledge and understanding of the methods local pressure groups may use to gain support in the local community. Answers may 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 or relevant knowledge.</p>	<p>(1 mark)</p> <p>Answers in this level are characterised by a limited analysis and evaluation of a few of the methods local pressure groups may use to gain support in the local community. Answers lack analytical structure or may contain elements that are of little relevance to the question.</p>	<p>(1 mark)</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. 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)	‘If you are poor it is your own fault.’ Assess the reasons why some individuals and social groups live in poverty. <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)</p> <p>Answers in this level demonstrate a good depth of knowledge and understanding of a good range of possible reasons for the existence of poverty. There is reference to a range of reasons probably drawn from culture of poverty, New Right and structural explanations of poverty. Answers may focus in some depth on a few of these explanations or identify a wider range in less detail. Examples and evidence used are accurate and relevant. Candidates may apply concepts such as underclass, culture of poverty, welfare dependency, deprivation, poverty trap, cycle of poverty, etc.</p>	<p>(6–8 marks)</p> <p>Answers in this level are characterised by a detailed, explicit analysis and evaluation of a good range of possible reasons for the existence of poverty. Answers have a clear rationale and analytical structure. This may take the form of identifying links between different reasons. Evaluation is present probably in the form of identifying the strengths and weaknesses of different reasons or through direct comparison of different explanations. Alternatively candidates may challenge the premise of the question, applying concepts of absolute and relative poverty.</p>	<p>(3–4 marks)</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>

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 2	<p>(3–5 marks)</p> <p>Answers in this level demonstrate a reasonable depth of knowledge and understanding of a fair range of possible reasons for the existence of poverty. 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)</p> <p>Answers in this level are characterised by a sound analysis and evaluation of some possible reasons for the existence of poverty. Answers have some analytical structure although some elements may not be well-linked to the question.</p>	<p>(2 marks)</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>
Level 1	<p>(1–2 marks)</p> <p>Answers in this level demonstrate a limited knowledge and understanding of one or two possible reasons for the existence of poverty. 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>(1–2 marks)</p> <p>Answers in this level are characterised by a limited analysis and evaluation of one or two of possible reasons for the existence of poverty. Answers lack analytical structure or may contain elements that are of little relevance to the question.</p>	<p>(1 mark)</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>