



**General Certificate of Education**

**Social Science: Citizenship 5101**

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

**Mark Scheme**

*2008 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.

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*Dr Michael Cresswell Director General*

## **CRITERIA FOR MARKING ADVANCED SUBSIDIARY**

### **SOCIAL SCIENCE: CITIZENSHIP**

#### **SSC3**

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

##### **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 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 evaluations. 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.</p> <p>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>
<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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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>	Briefly explain <b>two</b> reasons why it might be difficult to measure the number of homeless people in society. <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>	<b>(3 – 4 marks)</b> Answers in this level offer an appropriate evaluation of two appropriate reasons such as constantly changing figure, no address at which to contact the homeless, whether the homelessness is temporary, etc.		
<b>Level 1</b>	<b>(1 – 2 marks)</b> Answers in this level offer a partial or incomplete evaluation of one or two reasons.		

<b>ASSESSMENT UNIT 3</b> <b>Question 1(b)</b>			
<b>1(b)</b>	Briefly examine the reasons why some groups of citizens may suffer social exclusion in contemporary society. <span style="float: right;"><i>(10 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>(3 – 4 marks)</b> Answers in this level demonstrate a good depth of knowledge and understanding of the reasons why some citizens may be socially excluded in contemporary society.</p> <p>These may be drawn from poor educational opportunity/achievement, drug addiction, health problems, dysfunctional family background/experiences, limited employment opportunities etc. These are related to the concepts of social exclusion/inclusion.</p> <p>Examples and evidence used are accurate and relevant.</p>	<p><b>(3 – 4 marks)</b> Answers in this level are characterised by a detailed, explicit analysis and evaluation of the reasons why some citizens may be socially excluded in contemporary society.</p> <p>Answers have a clear rationale and analytical structure. For example this may take the form of identifying links or differences between reasons.</p>	<p><b>(2 marks)</b> Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation.</p> <p>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>
<b>Level 2</b>	<p><b>(2 marks)</b> Answers in this level demonstrate a reasonable depth of knowledge and understanding of the reasons why some citizens may be socially excluded in contemporary society.</p> <p>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><b>(2 marks)</b> Answers in this level are characterised by a sound analysis and evaluation of the reasons why some citizens may be socially excluded in contemporary society.</p> <p>Answers have some analytical structure although some elements may not be well-linked to the question.</p>	

<b>ASSESSMENT UNIT 3</b> <b>Question 1(b) cont'd</b>			
<b>1(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 1</b>	<p><b>(1 mark)</b> Answers in this level demonstrate limited knowledge and understanding of the reasons why some citizens may be socially excluded in contemporary society.</p>	<p><b>(1 mark)</b> Answers in this level are characterised by a limited analysis and evaluation of the reasons why some citizens may be socially excluded in contemporary society.  Answers lack analytical structure or may contain elements that are of little relevance to the question.</p>	<p><b>(1 mark)</b> 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>

<b>ASSESSMENT UNIT 3</b> <b>Question 1(c)</b>			
<b>1(c)</b>	Assess the ways in which governments can attempt to end social exclusion. <i>(16 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>(4 – 5 marks)</b> Answers in this level demonstrate a good depth of knowledge and understanding of the ways in which governments can attempt to end social exclusion and ensure that all citizens can participate effectively in society. There is reference to a range of ways probably drawn from issues relating to legislation, campaigns, education, allocating resources, etc.</p> <p>Answers may focus in some depth on a more limited range of ways or identify a wider range in less detail. Candidates may refer to actual policies, eg Sure Start and their implementation.</p> <p>Examples and evidence used are accurate and relevant. Answers may draw on cross-cultural examples.</p>	<p><b>(5 – 7 marks)</b> Answers in this level are characterised by a detailed, explicit analysis and evaluation of the ways in which governments can attempt to end social exclusion and ensure that all citizens can participate effectively in society.</p> <p>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><b>(4 marks)</b> 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.</p> <p>Arguments are developed with reference to evidence in fluent and lucid English with a wide conceptual vocabulary appropriate to the study of Citizenship.</p>



<p><b>Level 2</b></p>	<p><b>(2 – 3 marks)</b>                  Answers in this level demonstrate a reasonable depth of knowledge and understanding of some of the ways in which governments can attempt to end social exclusion and ensure that all citizens can participate effectively in society. 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>                  Answers in this level are characterised by a sound examination of some of the ways in which governments can attempt to end social exclusion and ensure that all citizens can participate effectively in society.                   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>                  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>
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<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 1</b>	<p><b>(1 mark)</b> Answers in this level demonstrate limited knowledge and understanding of one or two of the ways in which governments can attempt to end social exclusion and ensure that all citizens can participate effectively in society. There is little or no consideration of the reasoning behind these ways or on the impact they may have had.</p> <p>Answers are likely to rely on commonsense knowledge or they may lack relevant knowledge.</p>	<p><b>(1 – 2 marks)</b> Answers in this level are characterised by a limited and in places, possibly inaccurate, analysis of one or two of the ways in which governments can attempt to end social exclusion and ensure that all citizens can participate effectively in society.</p> <p>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> Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation.</p> <p>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>

<b>ASSESSMENT UNIT 3</b> <b>Question 2(a)</b>			
<b>2(a)</b>	Briefly examine how people may experience prejudice and discrimination on the basis of <b>one</b> of the following: age; or disability; or gender.		
	<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> Answers in this level demonstrate good depth of knowledge and understanding of some of the different forms that prejudice and discrimination can take. Answers may draw on issues relating to the process of discrimination including bad-mouthing, media images/moral panics, institutional racism/sectarianism, physical/psychological violence, or examine the range of life chances that could be affected such as housing, employment, pay, education and so on.</p> <p>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 the selected group. Examples and evidence used are accurate and relevant.</p>	<p><b>(3 – 4 marks)</b> Answers in this level are characterised by a detailed, explicit analysis and evaluation of some of the different forms that prejudice and discrimination can take. Answers have clear rationale and analytical structure. This may take the form of identifying the links between different forms of prejudice and discrimination.</p>	<p><b>(2 marks)</b> 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>
<b>Level 2</b>	<p><b>(2 marks)</b> Answers in this level demonstrate a reasonable depth of knowledge and understanding of some of the different forms that prejudice and discrimination can take. Answers may focus primarily on one or two of these ways or identify a wider range but in a less developed manner.</p> <p>Examples and evidence used are broadly accurate although their relevance may not always be made explicit.</p>	<p><b>(2 marks)</b> Answers in this level are characterised by a sound examination of some of the different forms that prejudice and discrimination can take.</p> <p>Answers 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> Answers in this level demonstrate limited knowledge and understanding of the different forms that prejudice and discrimination can take. There is little understanding of life chances.</p> <p>Answers are likely to rely on commonsense knowledge or they may lack depth or breadth of relevant knowledge.</p>	<p><b>(1 mark)</b> Answers in this level are characterised by a limited analysis and evaluation of one or two different forms that prejudice and discrimination can take.</p> <p>Answers lack analytical structure or may contain elements that are of little relevance to the question.</p>	<p><b>(1 mark)</b> 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.</p> <p>There is minimal evidence 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>	Assess the extent to which socialisation processes create an individual's identity. (20 marks)		
	<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> Answers in this level demonstrate a good depth of knowledge and understanding of the ways in which the socialisation process creates an individual's identity. Reference may be made to primary socialisation, secondary socialisation, family, peer groups, community, institutions such as the school, the mass media, etc. Coverage of these evaluations is supported by appropriate evidence and relevant examples, including cross-cultural examples.</p> <p>Answers may give some consideration to the nature of socialisation such as how far it is a one-way or a two-way process.</p>	<p><b>(6 – 8 marks)</b> Answers in this level are characterised by a detailed, explicit analysis and evaluation of some of the ways in which the socialisation process creates an individual's identity. This may take the form of identification and evaluation of differences and continuities between primary and secondary socialisation or assessment of the relevant power of individuals and social groups.</p>	<p><b>(3 – 4 marks)</b> Answers are characterised by excellent grammar and expression. There are very few, if any, errors of spelling and punctuation.</p> <p>Arguments are developed and evidence presented in fluent English utilising a wide conceptual vocabulary appropriate to the study of Citizenship.</p>
<b>Level 2</b>	<p><b>(3 – 5 marks)</b> Answers in this level demonstrate a reasonable depth of knowledge and understanding of the ways in which the socialisation process creates an individual's identity.</p> <p>Answers may focus primarily on a few aspects of socialisation 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> Answers in this level are characterised by a sound analysis and evaluation of some of the ways in which the socialisation process creates an individual's identity.</p> <p>Answers have some analytical structure although some elements may not be well-linked to the question.</p>	<p><b>(2 marks)</b> 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>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 1</b>	<p><b>(1 – 2 marks)</b> Answers in this level demonstrate a limited knowledge and understanding of one or two ways in which the socialisation process creates an individual's identity.</p> <p>Evidence and examples will 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> Answers in this level are characterised by a limited analysis and evaluation of one or two aspects of the ways in which the socialisation process creates an individual's identity.</p> <p>Answers will lack analytical structure or may contain elements that are of little relevance to the question.</p>	<p><b>(1 mark)</b> Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation.</p> <p>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 why local pressure groups may fail to achieve their aims. (10 marks)		
	<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> Answers in this level demonstrate a good depth of knowledge and understanding of the reasons why local pressure groups may fail to achieve their aims. Answers may draw on issues relating to communication, financial resources, recruitment, gaining sufficient local support, organisational experience, disagreements about aims and methods, help from external agencies, etc. Answers may examine these issues in the context of the social class and ethnicity of those involved in the pressure group.</p> <p>Answers may draw on examples and evidence of local campaigns. Answers may focus in some depth on a few of these reasons or identify a wider range in less detail. Examples and evidence used will be accurate and relevant.</p>	<p><b>(3 – 4 marks)</b> Answers in this level are characterised by detailed, explicit analysis and evaluation of the reasons why local pressure groups may fail to achieve their aims.</p> <p>Answers have a clear rationale and analytical structure. This may take the form of identifying the links between different reasons or through evaluating the relative importance of the reasons identified.</p>	<p><b>(2 marks)</b> 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>
<b>Level 2</b>	<p><b>(2 marks)</b> Answers in this level demonstrate a reasonable depth of knowledge and understanding of some of the reasons why local pressure groups may fail to achieve their aims. Answers may focus primarily on one or two of these reasons or identify a wider range, but in a less developed manner.</p> <p>Examples and evidence used are broadly accurate although their relevance may not always be made explicit.</p>	<p><b>(2 marks)</b> Answers in this band will be characterised by a sound analysis and explanation of the reasons why local pressure groups may fail to achieve their aims.</p> <p>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 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> Answers in this level demonstrate a limited knowledge and understanding of the reasons why local pressure groups may fail to achieve their aims.</p> <p>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> Answers in this band will be characterised by a limited analysis and explanation of one or two reasons why local pressure groups may fail to achieve their aims.</p> <p>Answers will lack analytical structure or may contain elements that are of little relevance to the question.</p>	<p><b>(1 mark)</b> Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation.</p> <p>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>



<b>ASSESSMENT UNIT 3</b>			
<b>Question 3(b)</b>			
<b>3(b)</b>	'Government policies in the UK have failed to reduce discrimination.' Assess this claim. (20 marks)		
	<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> Answers in this level demonstrate a good depth of knowledge and understanding of anti-discrimination policies. There is reference to a range of policies probably in relation to ethnicity, racism, disability, gender, age and class.</p> <p>Answers may focus in some depth on one or two of these areas or identify a wider range in less detail. Examples and evidence used are accurate and relevant. Candidates may apply concepts such as disadvantage, discrimination, deprivation, sexism, racism, ageism, prejudice, etc.</p>	<p><b>(6 – 8 marks)</b> Answers in this level are characterised by a detailed, explicit analysis and evaluation of a good range of anti-discrimination policies. Answers have a clear rationale and analytical structure. This may take the form of identifying links and/or differences between different policies.</p> <p>Evaluation is present probably in the form of the impact of different reasons or through direct comparison of policies in different areas. Alternatively, candidates may indicate the alternative policies that governments could employ.</p>	<p><b>(3 – 4 marks)</b> Answers are characterised by excellent grammar and expression. There are very few, if any, errors of spelling and punctuation.</p> <p>Arguments are developed and evidence presented in fluent English, utilising a wide conceptual vocabulary appropriate to the study of Citizenship.</p>
<b>Level 2</b>	<p><b>(3 – 5 marks)</b> Answers in this level demonstrate a reasonable depth of knowledge and understanding of a fair range of anti-discrimination policies.</p> <p>Answers may focus primarily on one area or identify a wider range but in a limited manner.</p> <p>Examples and evidence used are broadly accurate and relevant.</p>	<p><b>(3 – 5 marks)</b> Answers in this level are characterised by a sound analysis and evaluation of some anti-discrimination policies.</p> <p>Answers have some analytical structure although some elements may not be well linked to the question.</p>	<p><b>(2 marks)</b> Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation.</p> <p>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>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 1</b>	<p><b>(1 – 2 marks)</b> Answers in this level demonstrate a limited knowledge and understanding of one or two possible anti-discrimination policies.</p> <p>There is little understanding of these ways. Evidence and examples will 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> Answers in this level are characterised by a limited analysis and evaluation of one or two possible anti-discrimination policies.</p> <p>Answers lack analytical structure or may contain elements that are of little relevance to the question.</p>	<p><b>(1 mark)</b> Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation.</p> <p>Arguments are presented with little reference to a conceptual vocabulary. Evidence is limited and not well applied to the question.</p>