



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2003

GCE

Social Science: Citizenship

Unit SSC3

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Unit 3: The Citizen, Society and the Community

Introduction

The AQA's revised Social Science: Citizenship specification has been designed to be objectives-led in that questions are set which address the assessment objectives published in the Board's specification.

The schemes of marking reflect these objectives. The mark scheme which follows is of the "levels of response" type showing that candidates are expected to demonstrate their mastery of the skills required in the context of their knowledge and understanding of Citizenship. Mark schemes provide the necessary framework for examiners but they cannot cover all eventualities. All valid responses will be given credit. Candidates who appropriately refer to European and global dimensions of citizenship will also be given credit.

Consistency of marking is of the essence in all public examinations. It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other options.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the general principals 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 will be 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 will be displayed. A full awareness of contemporary debates and issues will be in evidence.</p>	<p>Answers will be characterised by explicit and detailed evaluation of relevant theories, terms, concepts and/or evidence. Problems will be fully and explicitly addressed and decisions will be fully and appropriately justified.</p>	<p>Answers will be characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation. Arguments will be logical and explicitly address the question.</p> <p>Arguments will be 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 will be 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 will be displayed.</p> <p>A reasonable awareness of contemporary debates and issues will be in evidence.</p>	<p>Answers will be characterised by some evaluation of relevant theories, terms, concepts and/or evidence although this may be implicit at times. Problems will be partially addressed and decisions tending towards implicit justification.</p>	<p>Answers will be characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, will be developed with some reference to evidence usually related and appropriate to the study of citizenship.</p>
Level 1	<p>Answers will be characterised by either a very simple understanding of relevant theories, concepts and evidence and/or common-sense anecdotal assertions. Another characteristic of this band is the lack of appropriate literature. Minimal relevant evidence, lacking in appropriate depth and breadth, will also be consistent with this band. Answers will also be characterised by a lack of awareness of contemporary debates and issues.</p>	<p>Answers will be characterised by either a simplistic evaluation of relevant theories, terms, concepts and/or evidence. Problems will either not be, or only implicitly be, addressed and decisions, if any, will tend to be justified in ‘of course’ terms.</p>	<p>Answers will be characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there will be little or no usage of a conceptual vocabulary. There will be minimal evidence with points often being unconnected with little attempt to address the task in hand.</p>

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
1(a)	Give two reasons why Fyreborg intends to keep its research and development unit in Britain, but move its production to the Far East. <i>(4 marks)</i>		
Level 2	Answers at this level suggest two justified reasons why Fyreborg intends to keep its research and development unit in Britain but move its production to the Far East. Reasons could include the lack of suitable research and development expertise elsewhere or an intention to reduce the effectiveness of any industrial action by dividing the workforce. (3-4 marks)		
Level 1	Answers at this level suggest an appropriate reason without justification. (1-2 marks)		

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
1(b)	Examine some of the ways in which the community of Nantborough is likely to be affected by the redundancies at Fyreborg. <i>(10 marks)</i>		
Level 3	Answers at this level accurately identify and examine some of the ways in which the community might be affected by the redundancies. Reference may be made to: <ul style="list-style-type: none"> • higher levels of unemployment; • more social exclusion; • increased social tension within the community; • family tensions resulting from relocation/working outside the community; • greater level of poverty. (4 marks)	Relevant terms and concepts such as poverty and social exclusion are applied in an appropriate manner within the context of the question. Explanations are well-developed within a logical analytical framework. Examples, either hypothetical or drawn from other similar situations, are relevant, accurate and well-applied to the question. (4 marks)	Answers are characterised by 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. (2 marks)
Level 2	Answers at this level give a broadly accurate but incomplete identification of some of the ways in which the community might be affected. This is likely to take the form of a list of points with limited development. (2-3 marks)	Some relevant terms and concepts are applied in a generally sound manner within the context of the question. Explanations are probably based on a partial analysis of the issue and also lack development. (2-3 marks)	
Level 1	Answers at this level offer one or two undeveloped points relating to some ways in which the community might be affected. (1 mark)	One or two relevant terms and concepts are applied in a weak manner. Answers lack coherence and structure. Examples are poorly applied to the question. (1 mark)	Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be presented, there is little or no evidence of a conceptual vocabulary. There is minimal evidence with points often being unconnected, resulting in little attempt to address the question. (1 mark)

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
1(c)	Examine how the media are likely to cover the issue of the threatened closure of the Fyreborg plant. <i>(12 marks)</i>		
Level 3	<p>A good range of likely ways in which the media may cover this issue are explored. These might include:</p> <ul style="list-style-type: none"> • different coverage by local and national media; • different aspects of the story being explored; • the application of ‘news values’ to the story; • differing media response to management and union viewpoints. <p>Answers may draw on examples and evidence of media coverage of similar issues.</p> <p>(4 marks)</p>	<p>There is an explicit analysis of the ways in which the media may cover this issue. Relevant terms and concepts such as news values and gatekeeping are applied in an appropriate manner within the context of the question. Answers present some evaluation of the reasons for different media coverage.</p> <p>(5-6 marks)</p>	<p>Answers are characterised by excellent grammar and expression. There are very few errors of spelling and punctuation. Arguments are developed and evidence is presented in fluent English utilising a wide conceptual vocabulary appropriate to the study of Citizenship.</p> <p>(2 marks)</p>
Level 2	<p>A fair range of likely ways in which the media may cover this issue are explored, possibly including some drawn from the list in Level 3 (above). The points identified are supported in some cases by examples and evidence, which may not always be well-applied.</p> <p>(2-3 marks)</p>	<p>There is a generally sound analysis of the ways in which the media may cover this issue. Relevant terms and concepts are applied in a sound manner within the context of the question. Answers present limited evaluation of the reasons for different media coverage.</p> <p>(3-4 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 appropriate to the study of Citizenship.</p> <p>(1 mark)</p>
Level 1	<p>Answers outline one or two likely ways in which the media may cover this issue. These are weakly supported through limited reference to examples or evidence.</p> <p>(1 mark)</p>	<p>There is a limited examination of likely media coverage. One or two relevant terms and concepts are applied in a weak manner. Evaluation is also weak or non-existent.</p> <p>(1-2 marks)</p>	

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
1(d)	Identify some of the ways the trade unions at the Fyreborg plant could campaign against the proposed job cuts and assess how likely these ways are to be successful. <i>(14 marks)</i>		
Level 3	A broad range of possible actions that the trade unions could take are identified and assessed. Answers may examine a limited range of appropriate approaches in some depth or a broader range in less detail. Reference might be made to: <ul style="list-style-type: none"> • seeking talks with management; • seeking the support of local MPs; • seeking government assistance; • using the media to promote the case against closure; • gathering support in the local community; • various forms of direct industrial action. Answers may make reference to how such actions have been used in other situations. (4 marks)	Suggested actions are explicitly related to the issue identified in the sources rather than being presented as a prepared list. There is an explicit and justified evaluation of the usefulness of the actions identified, perhaps through a critical awareness of their likely impact. (5 marks)	Answers are characterised by excellent grammar and expression. There are very few, if any, errors of spelling and punctuation. Arguments are developed and evidence is presented in fluent English utilising a wide conceptual vocabulary appropriate to the study of Citizenship. (5 marks)
Level 2	A range of possible actions that the trade unions could take are identified and explained. Actions identified might be drawn from the list in Level 3 (above). (2-3 marks)	Some, but not all, suggested actions are related to the issue identified in the sources. There is some justified evaluation of the usefulness of the actions identified, probably through identification of a few of the strengths and weaknesses of a limited range. (3-4 marks)	Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments are presented using a reasonable conceptual vocabulary. These are developed with some reference to evidence usually related and appropriate to the study of Citizenship. (3-4 marks)
Level 1	A limited range of possible actions that the trade unions could use are identified and explained. Explanation of these tactics is very limited. (1 mark)	There is at best, a limited attempt at evaluation, probably taking the form of a few criticisms of some of the actions mentioned. Evaluation is likely to take the form of common sense judgements. (1-2 marks)	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. (1-2 marks)

Q	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
2(a)	Examine some of the ways in which the behaviour of individuals is influenced by the socialisation process. <i>(10 marks)</i>		
Level 3	Answers at this level demonstrate a good depth of knowledge and understanding of the ways in which socialisation can influence behaviour. There is reference to a range of aspects of the socialisation process drawn from different expectations, media images, toys, early age socialisation, work, etc. Answers may focus in some depth on a few of these factors, or identify a wider range of processes in less detail. Reference may be made to the different experiences of socialisation according to gender, ethnicity, etc. Examples and evidence used are accurate and relevant. <i>(3-4 marks)</i>	Answers at this level are characterised by detailed, explicit analysis and explanation of the ways in which socialisation can influence behaviour. Answers have a clear rationale and analytical structure. This may take the form of identifying links between different parts of the socialisation process, applying examples or indicating the likely impact of particular aspects of socialisation. <i>(3-4 marks)</i>	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. <i>(2 marks)</i>
Level 2	Answers at this level demonstrate a reasonable depth of knowledge and understanding of the ways in which socialisation can influence behaviour. There is some understanding of aspects of socialisation. Answers may focus on one of these processes or identify a wider range of processes in a less developed manner. Examples and evidence used are broadly accurate and relevant. <i>(2 marks)</i>	Answers at this level are characterised by a sound analysis and explanation of the ways in which socialisation can influence behaviour. Answers have some analytical structure although some elements may not be well-linked to the question. <i>(2 marks)</i>	<i>(2 marks)</i>
Level 1	Answers at this level demonstrate a limited knowledge and understanding of the ways in which socialisation can influence behaviour. There is little understanding of the role played by socialisation. Answers are likely to rely on common sense knowledge and understanding and to lack depth or breadth of relevant knowledge. <i>(1 mark)</i>	Answers at this level are characterised by partial analysis and explanation of one or two aspects of socialisation. Answers lack analytical structure or may contain elements that are of little relevance to the question. <i>(1 mark)</i>	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. <i>(1 mark)</i>

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
2(b)	Examine some of the differences in life-chances between men and women. (10 marks)		
Level 3	<p>Answers at this level demonstrate a good depth of knowledge and understanding of differences in life chances between men and women. Reference may be made to differences in life-chances in terms of pay, work, housing, education, family roles, violence, etc. Examples may relate in some detail to one aspect of this issue or to a range of aspects in less detail.</p> <p>(3-4 marks)</p>	<p>Answers at this level are characterised by a detailed, explicit analysis of differences in life chances between men and women. Answers have a clear rationale and analytical structure. This may take the form of relating examples closely to the question or comparing different explanations.</p> <p>(3-4 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> <p>(2 marks)</p>
Level 2	<p>Answers at this level demonstrate a reasonable knowledge and understanding of differences in life chances between men and women. Examples may relate to one aspect of this issue in depth or in less detail to more than one aspect, but these examples may not be closely related to the question.</p> <p>(2 marks)</p>	<p>Answers at this level are characterised by a sound analysis of the differences in life chances between men and women. Answers have some rationale and analytical structure, although some elements may not be well-related to the question.</p> <p>(2 marks)</p>	
Level 1	<p>Answers at this level demonstrate a limited knowledge and understanding of differences in life chances between men and women. Examples and evidence used tend to be drawn from common sense and are not well applied to the question.</p> <p>(1 mark)</p>	<p>Answers at this level are characterised by a weak examination of the differences in life chances between men and women. Answers lack any 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> <p>(1 mark)</p>

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
2(c)	Assess the claim that the mass media exert little influence on the way people think and behave. <i>(20 marks)</i>		
Level 3	Answers at this level demonstrate a good depth of knowledge and understanding of media influence on attitudes and behaviour. Reference may be made to ‘hypodermic syringe’, ‘two-step flow’, ‘uses and gratifications’ and ‘cultural effects’ models of media influence. Coverage of these explanations is supported by appropriate evidence and relevant examples. Answers may give some consideration to the problems of identifying and measuring media influence. Answers may focus on one model of media influence in detail or offer a range of explanations in less detail. <i>(6-8 marks)</i>	Answers at this level are characterised by detailed explanation, analysis and evaluation of models of media influence. Evaluation is explicit, possibly in the form of a critical analysis of the problems of defining and measuring influence or through a focus on the phrase ‘little influence’. <i>(6-8 marks)</i>	Answers are characterised by excellent grammar and expression. There are very few, if any, errors of spelling and punctuation. Arguments are developed and evidence is presented in fluent English and utilising a wide conceptual vocabulary appropriate to the study of Citizenship. <i>(3-4 marks)</i>
Level 2	Answers at this level demonstrate a reasonable knowledge and understanding of media influence on attitudes and behaviour. Evidence presented is broadly relevant and generally accurate although examples may not always be well-linked to the question. <i>(3-5 marks)</i>	Answers at this level are characterised by a reasonable explanation, analysis and evaluation of models of media influence. This is less explicit and probably takes the form of a limited range of examples of media influence. Answers tend to describe rather than apply examples and evidence, although these do have some links to the question. <i>(3-5 marks)</i>	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. <i>(2 marks)</i>
Level 1	Answers demonstrate a limited knowledge of one or two aspects of media influence. These are described in a simplistic or inaccurate fashion. Evidence tends to be drawn from common sense and examples are weakly applied to the question or poorly described. <i>(1-2 marks)</i>	Answers at this level are characterised by a limited explanation, analysis and evaluation of models of media influence. Examples and evidence are commonsensical and poorly applied to the question. <i>(1-2 marks)</i>	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. <i>(1 mark)</i>

Q	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
3(a)	Examine some of the ways in which governments have tried to reduce discrimination in Britain. (10 marks)		
Level 3	Answers at this level demonstrate a good depth of knowledge and understanding of equal opportunities legislation. Reference may be made to aspects of anti-discrimination legislation relating to gender, ethnicity, age, disability or other bases of discrimination. Answers may examine aspects of anti-discrimination legislation drawn from extent, enforcement, the role of statutory bodies, impact on discriminatory practices relating to employment, health, social inclusion, etc. This may take the form of a broad approach with limited depth or one that examines a narrower range of issues in greater detail. The evidence and examples presented are relevant and accurate. (3-4 marks)	Answers at this level are characterised by a detailed and explicit explanation of equal opportunities legislation. Answers have a clear rationale and analytical structure. This may take the form of identifying the links between different consequences or through identifying the scale of these consequences. (3-4 marks)	Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments are developed using a reasonable conceptual vocabulary and there is some reference to evidence relating to and appropriate to the study of Citizenship. (2 marks)
Level 2	Answers at this level demonstrate a reasonable depth of knowledge and understanding of equal opportunities legislation. Examples and evidence used are broadly accurate although their relevance may not always be made explicit. (2 marks)	Answers at this level are characterised by a sound examination of some aspects of equal opportunities legislation. Answers have some analytical structure although some elements may not be well-linked to the question. (2 marks)	
Level 1	Answers at this level demonstrate limited knowledge and understanding of equal opportunities legislation. Answers are likely to rely on common sense knowledge or they may lack depth or breadth of relevant knowledge. (1 mark)	Answers at this level are characterised by a partial, and in places possibly inaccurate, examination of equal opportunities legislation. Answers lack any analytical structure or may contain elements that are of little relevance to the question. (1 mark)	Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be presented, there is little or no evidence of a conceptual vocabulary. There is minimal evidence with points often being unconnected, resulting in little attempt to address the question. (1 mark)

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
3(b)	Examine some of the ways in which different groups of pupils may be treated unequally by the education system. <i>(10 marks)</i>		
Level 3	Answers at this level demonstrate a good depth of knowledge and understanding of the ways different groups of pupils may be treated unequally on the basis of social class, gender, ethnicity, etc. Answers may draw from a range of possible differential treatment including teacher expectations, labelling, the hidden curriculum, the form curriculum, etc. Answers may focus in some depth on one or two ways or identify a wider range in less detail. Examples and evidence used are accurate and relevant. (3-4 marks)	Answers at this level are characterised by a detailed and explicit explanation of the processes that may occur. Answers have a clear rationale and analytical structure. This may take the form of relating examples closely to the question or estimating the scale of the impact of these processes. (3-4 marks)	Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments are developed using a reasonable conceptual vocabulary and there is some reference to evidence relating to and appropriate to the study of Citizenship. (2 marks)
Level 2	Answers at this level demonstrate a reasonable depth of knowledge and understanding of the ways different groups of pupils may be treated unequally. There is some understanding of how these processes may occur. Examples and evidence used are broadly accurate although these tend to be described rather than applied to the question. (2 marks)	Answers at this level are characterised by a sound explanation of these processes. Answers have some analytical structure although some elements may not be well-linked to the question. (2 marks)	
Level 1	Answers at this level demonstrate limited knowledge and understanding of the ways different groups of pupils may be treated unequally. There is little understanding of how these processes may occur. Answers are likely to rely on common sense knowledge and understanding and to lack depth or breadth of relevant knowledge. (1 mark)	Answers at this level are characterised by a partial explanation of these processes. Answers lack any analytical structure or may contain elements that are of little relevance to the question. (1 mark)	Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be presented, there is little or no evidence of a conceptual vocabulary. There is minimal evidence with points often being unconnected, resulting in little attempt to address the question. (1 mark)

Question	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication
3(c)	Assess the claim that there is no such thing as poverty in the UK today. <i>(20 marks)</i>		
Level 3	<p>Answers at this level demonstrate a good depth of knowledge and understanding of the nature and extent of poverty in contemporary Britain. Answers may examine the issue of defining and measuring poverty or they may examine evidence for and against the claim. Answers may take the form of a broad approach with limited depth or one that examines a narrower range of issues in greater detail. The evidence and examples presented are relevant and accurate.</p> <p>(6-8 marks)</p>	<p>Answers at this level are characterised by detailed explanation, analysis and evaluation of the nature and extent of poverty in contemporary Britain. Evaluation is explicit, possibly in terms of the problem of defining poverty or through examining the case for and the case against the claim that there is no such thing as poverty in contemporary Britain.</p> <p>(6-8 marks)</p>	<p>Answers are characterised by reasonably excellent grammar and expression. There are very few, if any, errors of spelling and punctuation. Arguments are developed and evidence is presented in fluent English utilising a wide conceptual vocabulary appropriate to the study of Citizenship.</p> <p>(3-4 marks)</p>
Level 2	<p>Answers at this level demonstrate a reasonable depth of knowledge and understanding of the nature and extent of poverty in contemporary Britain. There is likely to be a broad accurate coverage of some aspects of poverty. Most evidence and examples presented are relevant and accurate.</p> <p>(3-5 marks)</p>	<p>Answers at this level are characterised by reasonable explanation, analysis and evaluation of the nature and extent of poverty in contemporary Britain. Explanation, evaluation and analysis are not fully developed and may offer an unbalanced account, most probably in the form of agreement with the statement in the question.</p> <p>(3-5 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> <p>(2 marks)</p>
Level 1	<p>Answers have a limited understanding of the nature and extent of poverty in contemporary Britain. Answers offer little beyond a common sense understanding of poverty. Evidence and examples are commonsensical and weakly applied to the question.</p> <p>(1-2 marks)</p>	<p>Answers at this level are characterised by partial and limited explanation, analysis and evaluation of the nature and extent of poverty in contemporary Britain. There is at best, minimal evaluation or analysis of some aspects of the issue of contemporary poverty.</p> <p>(1-2 marks)</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> <p>(1 mark)</p>