



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

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# Mark scheme January 2004

## GCE

### Social Science Citizenship

### Unit SSC3

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## CRITERIA FOR MARKING

### 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**

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 3</b>	<p>Answers are characterised by a thorough and wide ranging knowledge of appropriate literature. An excellent depth and breadth of relevant evidence.</p> <p>An excellent understanding of relevant theories, terms, concepts and evidence is displayed. A full awareness of contemporary debates and issues is in evidence.</p>	<p>Answers are characterised by explicit and detailed evaluation of relevant theories, terms, concepts and/or evidence. Problems are fully and explicitly addressed and decisions are fully and appropriately justified.</p>	<p>Answers are characterised by excellent grammar and expression. There are few, if any, errors of spelling and punctuation. Arguments are logical and explicitly address the question. Arguments are developed with reference to evidence in fluent and lucid English, with a wide conceptual vocabulary appropriate to the study of Citizenship.</p>
<b>Level 2</b>	<p>Answers are characterised by a good knowledge of appropriate literature. Some relevant evidence in reasonable depth and breadth. A good understanding of relevant theories, terms, concepts and evidence is displayed.</p> <p>A reasonable awareness of contemporary debates and issues is in evidence.</p>	<p>Answers are characterised by some evaluation of relevant theories, terms, concepts and/or evidence although this may be implicit at times. Problems are partially addressed and decisions tend towards implicit justification.</p>	<p>Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments, in good English with a reasonable conceptual vocabulary, are developed with some reference to evidence, usually related and appropriate to the study of Citizenship.</p>
<b>Level 1</b>	<p>Answers are characterised by either a very simple understanding of relevant theories, concepts and evidence and/or common-sense anecdotal assertions. Another characteristic of this level is the lack of knowledge of appropriate literature. Minimal relevant evidence, lacking in appropriate depth and breadth, is also consistent with this level. Answers are also characterised by a lack of awareness of contemporary debates and issues.</p>	<p>Answers are characterised by a simplistic evaluation of relevant theories, terms, concepts and/or evidence. Problems are either not, or only implicitly, addressed and decisions, if any, tend to be justified in ‘of course’ terms.</p>	<p>Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there is little or no usage of a conceptual vocabulary. Evidence is minimal, with points often being unconnected, and there is little attempt to address the task in hand.</p>

<b>ASSESSMENT UNIT 3</b>			
<b>Question 1(a)</b>			
<b>Question</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>1(a)</b>	Explain the difference between “absolute poverty” and “relative poverty”. <span style="float: right;"><i>(4 marks)</i></span>		
<b>Level 2</b>	<p><b>(3-4 marks)</b> Answers in this level present an accurate and developed explanation of both terms such as:</p> <ul style="list-style-type: none"> <li>• <i>Absolute poverty</i> referring to a lack of the basic necessities of life;</li> <li>• <i>Relative poverty</i> referring to being deprived compared to other groups in society.</li> </ul>		
<b>Level 1</b>	<p><b>(1-2 marks)</b> Answers in this level present an appropriate explanation of one term or offer a partial explanation of one or both terms.</p>		

<b>ASSESSMENT UNIT 3</b>			
<b>Question 1(b)</b>			
<b>Question</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>1(b)</b>	Briefly examine the reasons why both the unemployed <b>and</b> the elderly are at greater risk of experiencing poverty. <i>(10 marks)</i>		
<b>Level 3</b>	<p><b>(4 marks)</b></p> <p>A good range of reasons are identified in some depth and detail. These might include:</p> <ul style="list-style-type: none"> <li>• ill-health</li> <li>• economic exclusion</li> <li>• low level of state benefits</li> <li>• lack of wealth (to offset low income)</li> <li>• lower educational qualifications</li> <li>• limited employment opportunities</li> <li>• discrimination based on age or economic position.</li> </ul> <p>Answers draw on appropriate examples and evidence of these reasons why the unemployed and elderly are at greater risk of experiencing poverty.</p>	<p><b>(4 marks)</b></p> <p>Awards in this band are characterised by an explicit analysis of the reasons why these groups are at greater risk of poverty. Answers explicitly evaluate the importance of the reasons offered and clearly link them to both unemployment and old age.</p>	<p><b>(2 marks)</b></p> <p>Answers are characterised by excellent grammar and expression. There are very few 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. Identification of ways in which different types of media could cover this issue might figure in answers at this level.</p>

<b>ASSESSMENT UNIT 3</b> <b>Question 1(b) cont'd</b>			
<b>Question</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 2</b>	<p><b>(2-3 marks)</b></p> <p>A fair range of likely reasons are identified, probably drawn from the list above. The effects identified are supported in some cases by examples and evidence, which may not always be well-applied.</p>	<p><b>(2-3 marks)</b></p> <p>Answers in this level are characterised by a sound analysis of the reasons why these groups are at greater risk of poverty. Answers present a limited evaluation of the importance of the reasons offered.</p>	<p><b>(1 mark)</b></p> <p>Answers are characterised by reasonably good grammar and expression. There are occasional errors of spelling and punctuation. Arguments are presented using a reasonable conceptual vocabulary. These are developed with some reference to evidence usually appropriate to the study of citizenship.</p>
<b>Level 1</b>	<p><b>(1 mark)</b></p> <p>Answers outline a few likely reasons. These are weakly supported through limited reference to examples or evidence.</p>	<p><b>(1 mark)</b></p> <p>Answers in this level are characterised a limited examination of the reason why these groups are at greater risk of poverty. Evaluation of these reasons is limited or non-existent.</p>	

<b>ASSESSMENT UNIT 3</b> <b>Question 1(c)</b>			
<b>Question</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>1(c)</b>	Assess some of the actions that communities and governments could take to reduce poverty in Britain. <i>(16 marks)</i>		
<b>Level 3</b>	<p><b>(5-6 marks)</b> Answers identify a range of ways in which poverty could be reduced. These are likely to reflect the differing models of poverty, probably drawing on culture of poverty, New Right and structural explanations of, and solutions to, poverty. At this level, candidates are likely to make reference to concepts such as underclass, cycle of poverty, deprivation, poverty trap, immediate gratification and so on. Likely actions would include reducing benefits, redistributing income and wealth, educational initiatives, community initiatives such as credit unions, voluntary projects, etc. Knowledge is accurate and detailed.</p>	<p><b>(5-6 marks)</b> The different actions are clearly drawn out in an appropriate analytical framework. Evaluation is likely to take the form of an examination of the likely impact of policies/actions. Analysis may take the form of linking policies/actions to the explanations identified in <b>Source C</b>.</p>	<p><b>(3-4 marks)</b></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</p>

<b>ASSESSMENT UNIT 3</b> <b>Question 1 (c) cont'd</b>			
<b>Question 1 (c)</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>Level 2</b>	<b>(3-4 marks)</b> Answers identify a more limited range of actions and will be conceptually less developed. There may be some less relevant material present as well as more appropriate arguments and evidence.	<b>(3-4 marks)</b> Some different actions are identified in a less developed analytical framework. Evaluation is likely to take the form of a few limited comments but without fully developing a critique of each action.	<b>cont'd.</b> appropriate to the study of Citizenship. Identification of ways different types of media could cover this issue might figure in answers at this level.
<b>Level 1</b>	<b>(1-2 marks)</b> Answers present a very limited and undeveloped list of possible actions. Arguments and evidence are likely to be based on common-sense, anecdotal material.	<b>(1-2 marks)</b> A limited range of actions are indicated but with little or no development. Evaluation is likely to be limited or non-existent.	<b>(1-2 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.



<b>ASSESSMENT UNIT 3</b>			
<b>Question 2 (a)</b>			
<b>Question</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>2 (a)</b>	Briefly examine some of the ways in which certain social groups experience discrimination. <span style="float: right;"><i>(10 marks)</i></span>		
<b>Level 3</b>	<p><b>(3-4 marks)</b> Answers in this level demonstrate a good depth of knowledge and understanding of the potential ways in which social groups might be discriminated against. There is reference to a range of possible ways either in terms of areas of discrimination – housing, employment, pay, education, etc – or in terms of the seriousness of discrimination – anti-locution, economic inequality, physical attack, expulsion, genocide. Answers may focus in some depth on a few of these ways, or identify a wider range of processes in less detail. Examples and evidence used are accurate and relevant.</p>	<p><b>(3-4 marks)</b> Answers in this level are characterised by detailed, explicit analysis and explanation of the ways in which social groups might be discriminated against. Answers have a clear rationale and analytical structure. This may take the form of identifying the processes involved or through an understanding of the gradient of seriousness discrimination can take. Evaluation may take the form of indicating the likely extent and impact of different forms of 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, 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 2</b>	<p><b>(2 marks)</b> Answers in this level demonstrate a reasonable depth of knowledge and understanding of the ways in which social groups might be discriminated against. There is some understanding of the range of these ways. 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 explanation of the ways in which social groups might be discriminated against. 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>Question 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 a limited knowledge and understanding of the ways in which social groups might be discriminated against. There is little understanding of any range of possible ways. Answers are likely to rely on common-sense knowledge and understanding and lack depth or breadth of relevant knowledge.</p>	<p><b>(1 mark)</b> Answers in this level are characterised by a limited explanation of one or two of the ways in which social groups might be discriminated against. 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 developed, there is little or no usage of a conceptual vocabulary. Evidence is minimal, with points often being unconnected, and there is little attempt to address the task in hand.</p>

<b>ASSESSMENT UNIT 3</b>			
<b>Question 2 (b)</b>			
<b>Question</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>2 (b)</b>	Compare and contrast <b>two</b> different explanations of the influence of the mass media. <i>(20 marks)</i>		
<b>Level 3</b>	<p><b>(6-8 marks)</b> Answers in this level demonstrate a good depth of knowledge and understanding of two different explanations of media influence. 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.</p>	<p><b>(6-8 marks)</b> Answers in this level are characterised by detailed comparison, analysis and evaluation of two explanations 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 direct comparison of two explanations of media influence.</p>	<p><b>(3-4 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. 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><b>(3-5 marks)</b> Answers in this level demonstrate a reasonable depth of knowledge and understanding of at least one explanation of media influence. Evidence presented is broadly relevant and generally accurate although examples may not always be well linked to the question.</p>	<p><b>(3-5 marks)</b> Answers in this level are characterised by a reasonable analysis and evaluation of at least one explanation 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.</p>	<p><b>(2 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>

<b>ASSESSMENT UNIT 3</b> <b>Question 2 (b) cont'd</b>			
<b>Question 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 demonstrate a limited knowledge of explanations 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.</p>	<p><b>(1-2 marks)</b> Answers in this level are characterised by a limited analysis and evaluation of any explanation of media influence offered. Examples and evidence are common-sensical and poorly applied 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 developed, there is little or no usage of a conceptual vocabulary. Evidence is minimal, with points often being unconnected, and there is little attempt to address the task in hand.</p>

<b>ASSESSMENT UNIT 3</b>			
<b>Question 3 (a)</b>			
<b>Question</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>3 (a)</b>	Briefly examine the influence of socialisation on the creation of a person's identity. <i>(10 marks)</i>		
<b>Level 3</b>	<p><b>(3-4 marks)</b> Answers in this level demonstrate a good depth of knowledge and understanding of the ways in which socialisation can influence the creation of a person's identity. There is reference to a range of elements in socialisation drawn from different expectations, differing levels of control, media images, toys, early age socialisation, work and other aspects of socialisation. 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.</p>	<p><b>(3-4 marks)</b> Answers in this level are characterised by detailed, explicit analysis and explanation of the ways in which socialisation can influence the creation of a person's identity. Answers have a clear rationale and analytical structure. This may take the form of identifying links between different aspects of socialisation, relating examples closely to the question or estimating the impact of particular aspects of socialisation. Alternatively, candidates may use the 'nature-nurture' debate as a framework for their response.</p>	<p><b>(2 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>

<b>ASSESSMENT UNIT 3</b> <b>Question 3 (a) cont'd</b>			
<b>Question 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 2</b>	<p><b>(2 marks)</b> Answers in this level demonstrate a reasonable depth of knowledge and understanding of the ways in which socialisation can influence the creation of a person's identity. 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.</p>	<p><b>(2 marks)</b> Answers in this level are characterised by a sound analysis and explanation of the ways in which socialisation can influence the creation of a person's identity. Answers have some analytical structure although some elements may not be well linked to the question.</p>	
<b>Level 1</b>	<p><b>(1 mark)</b> Answers in this level demonstrate a limited knowledge and understanding of the ways in which socialisation can influence the creation of a person's identity. There is little understanding of the role played by socialisation. Answers are likely to rely on common-sense knowledge and understanding and lack depth or breadth of relevant knowledge.</p>	<p><b>(1 mark)</b> Answers in this level are characterised by a partial analysis and explanation of a few aspects of socialisation. Answers lack analytical structure or may contain elements that are of little relevance to the question.</p>	<p><b>(1 mark)</b> Answers are characterised by generally poor grammar and expression. There are frequent errors of spelling and punctuation. Although some arguments may be developed, there is little or no usage of a conceptual vocabulary. Evidence is minimal, with points often being unconnected, and there is little attempt to address the task in hand.</p>

<b>ASSESSMENT UNIT 3</b>			
<b>Question 3 (b)</b>			
<b>Question</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>	<b>Assessment Objective AO2 Analysis and Evaluation</b>	<b>Assessment Objective AO3 Communication</b>
<b>3 (b)</b>	Outline <b>and</b> assess the effectiveness of the methods used by any one or more local community campaigns with which you are familiar. <span style="float: right;">(20 marks)</span>		
<b>Level 3</b>	<p><b>(6-8 marks)</b> Answers in this level demonstrate a good depth of knowledge and understanding of the methods used by any one or more local community campaigns. Answers identify the methods in some detail and may relate the methods used to the specific aims of the campaigns identified. Answers may take the form of a broad approach with limited depth or one that examines a narrower range of methods in greater detail. The evidence and examples presented are relevant and accurate.</p>	<p><b>(6-8 marks)</b> Answers in this level are characterised by a detailed explicit examination of the methods identified by the candidate. Answers have a clear rationale and analytical structure and may consider the criteria that may be applied for judging ‘effectiveness’. There is an explicit focus on evaluating the effectiveness of these methods probably in terms of the success or failure of the campaign(s).</p>	<p><b>(3-4 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. 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><b>(3-5 marks)</b> Answers in this level demonstrate a reasonable depth of knowledge and understanding of methods used by any one or more local community campaigns. There are some descriptions of these methods. Examples and evidence used are broadly accurate although their relevance may not always be made explicit.</p>	<p><b>(3-5 marks)</b> Answers in this level are characterised by a sound examination of some aspects of the methods identified by the candidate. Answers have some analytical structure although some elements may not be well-linked to the question. There is some, if limited, evaluation of the effectiveness of the methods and this may be generalistic and not well-linked to the specific campaigns.</p>	<p><b>(2 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>

<b>ASSESSMENT UNIT 3</b> <b>Question 3 (b) cont'd</b>			
<b>Question 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 limited knowledge and understanding of the methods used by any one or more local community campaigns. There is limited description of these methods. Answers are likely to rely on common-sense knowledge or they may lack depth or breadth of relevant knowledge.</p>	<p><b>(1-2 marks)</b> Answers in this level are characterised by a partial examination of the methods used by one or more campaigns or may refer to campaigns in general. Answers lack any analytical structure or may contain elements that are of little relevance to the question. There is little or no evaluation of the effectiveness of the methods identified.</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 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>