



General Certificate of Education

Social Science: Citizenship 5101 2009

Material accompanying this Specification

- Specimen and Past Papers and Mark Schemes
- Reports on the Examination
- A Teacher's Guide

SPECIFICATION

This specification will be published annually on the AQA Website (www.aqa.org.uk). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification.

| Vertical black lines indicate a significant change or addition to the specification published for 2008.

Further copies of this specification booklet are available from:

AQA Logistics Centre, Unit 2, Wheel Forge Way, Ashburton Park, Trafford Park, Manchester, M17 1EH.

Telephone: 0870 410 1036 Fax: 0161 953 1177

or

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Dr Michael Cresswell Director General.

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Background Information

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Advanced Subsidiary Specifications

1.1 Advanced Subsidiary (AS)

Advanced Subsidiary courses were introduced in September 2000. They may be used in one of two ways:

- as a final qualification, allowing candidates to broaden their studies and to defer decisions about specialism;
- as the first half (50%) of an Advanced Level qualification, which must be completed before an Advanced Level award can be made. [NB: At present, Social Science: Citizenship is available only as an Advanced Subsidiary qualification. A full Advanced Level award in this subject is not yet available.]

Advanced Subsidiary is designed to provide an appropriate assessment of knowledge, understanding and skills expected of candidates who have completed the first half of a full Advanced Level qualification. The level of demand of the AS examination is that expected of candidates half-way through a full Advanced Level course of study.


2

Specification at a Glance

Social Science: Citizenship

This specification is available at Advanced Subsidiary level only.

AS Examination 5101	
1 hour	<p style="text-align: center;">Unit 1</p> <p style="text-align: center;">Written Paper 33$\frac{1}{3}$% of the total AS marks</p> <p>Subject Content Module 1 The Citizen and the State</p>
1 hour	<p style="text-align: center;">Unit 2</p> <p style="text-align: center;">Written Paper 33$\frac{1}{3}$% of the total AS marks</p> <p>Subject Content Module 2 The Citizen and the Political Process</p>
1 hour	<p style="text-align: center;">Unit 3</p> <p style="text-align: center;">Written Paper 33$\frac{1}{3}$% of the total AS marks</p> <p>Subject Content Module 3 The Citizen, Society and the Community</p>

Advanced Subsidiary Award	
5101	

3

Availability of Assessment Units and Entry Details

3.1 Availability of Assessment Units	<p>Examinations based on this specification are available in June for Units SSC1, SSC2 and SSC3.</p> <p>Units SSC1 and SSC3 are also available in the January examination series.</p>				
3.2 Sequencing of Units	<p>In Social Science: Citizenship, the units may be taken in any order but it is recommended that the units are taken in the sequence 1, 2 and 3.</p>				
3.3 Entry Codes	<p>At the beginning of the course centres must inform AQA on Form A (Early Information) of the approximate number of candidates to be entered for the examination so that information may be sent to centres.</p> <p>Normal entry requirements apply, but the following information should be noted: The following unit entry codes should be used:</p> <table border="1" data-bbox="628 992 1536 1173"> <tr> <td style="text-align: center;">AS</td> </tr> <tr> <td style="text-align: center;">Unit 1 - SSC1</td> </tr> <tr> <td style="text-align: center;">Unit 2 - SSC2</td> </tr> <tr> <td style="text-align: center;">Unit 3 - SSC3</td> </tr> </table> <p>The Subject Code for entry to the AS only award is 5101.</p>	AS	Unit 1 - SSC1	Unit 2 - SSC2	Unit 3 - SSC3
AS					
Unit 1 - SSC1					
Unit 2 - SSC2					
Unit 3 - SSC3					
3.4 Classification Codes	<p>Every specification is assigned to a national classification code indicating the subject area to which it belongs.</p> <p>Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.</p> <p>The classification code for this specification is 4910.</p>				
3.5 Private Candidates	<p>This specification is available to private candidates. Private candidates should write to the AQA for a copy of ‘Supplementary Guidance for Private Candidates’.</p>				
3.6 Access Arrangements and Special Consideration	<p>AQA pays due regard to the provisions of the Disability Discrimination Act 1995 in its administration of this specification.</p> <p>Arrangements may be made to enable candidates with disabilities or other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.</p>				

Further details can be found in the Joint Council for Qualifications (JCQ) document:

Access Arrangements and Special Consideration

Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination

GCE, AEA, VCE, GCSE, GNVQ, Entry Level & Key Skills

This document can be viewed via the AQA web site (www.aqa.org.uk)

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

3.7 Language of Examinations

All assessment Units in this subject are provided in English only.

Scheme of Assessment

4

Introduction

This Advanced Subsidiary Social Science: Citizenship specification complies with:

- a. the GCSE, GCE GNVQ and AEA Code of Practice April 2007;
- b. the GCE Advanced Subsidiary and Advanced Level Qualifications – Specific Criteria;
- c. the arrangements for the Statutory Regulations of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

Rationale

This Advanced Subsidiary Social Science: Citizenship specification, which has its own distinctive rationale, is consistent with the Subject Criteria for

- Government and Politics;
- Sociology;
- Law.

This qualification is a recognised part of the National Qualifications Framework. As such Advanced Subsidiary provides progression from Key Stage 4, to post-16 studies and forms the basis for entry to higher education or employment. It accommodates the needs of adult learners who have developed an interest in this subject.

A Social Science specification which focuses on citizenship has an important role to play in the intellectual and social development of individuals. The nature of citizenship is at the heart of contemporary debates about the kind of society we are striving to build and the role of the state in that process. This specification makes a distinctive contribution to the curriculum by focusing on active citizenship.

The rationale for this specification derives from the Crick Report's belief "that citizenship education is education for citizenship, behaving and acting as a citizen, therefore it is not just knowledge of citizenship and civil society; it also implies developing values, skills and understanding." (para.3.1). This means that a citizenship specification develops knowledge, understanding, skills and values, which, while drawing on a range of disciplines, goes beyond the remit of any one of these disciplines.

Citizenship is developed in the three themes in the specification:

- The Citizen and the State;
- The Citizen and the Political Process;

The Citizen, Society and the Community. The specification is designed to encourage students to study its content in relation to:

- their own social identities and concerns as citizens;
- their own community;
- contemporary issues and debates, including their moral dimension.

In this context a case study approach using local, national and international examples and issues, where appropriate, is recommended.

Prior level of attainment and recommended prior learning

This specification builds on the knowledge, understanding and skills established by GCSE examinations in various disciplines.

It is not necessary for candidates to have studied GCSE Social Science or GCSE Citizenship Studies before commencing work on this specification and no prior knowledge of citizenship is necessary. It is recommended that candidates should have skills at least equivalent to GCSE English Language Grade C and Key Skills level 2, in Application of Number.

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Aims

This AS specification will enable candidates to:

- a. examine citizenship from a social science perspective;
- b. acquire knowledge and a critical understanding of contemporary social processes, structures and institutions, including, where appropriate, an understanding of spiritual, moral and cultural issues;
- c. develop an understanding of selected social science concepts and theories and the ability to apply them to a range of issues relating to citizenship;
- d. reflect on their own experience of the social world in which they live and to develop knowledge of the rights and responsibilities of citizens in order to encourage participation in society;
- e. develop skills which enhance their ability to participate more effectively as citizens, including the ability to make decisions in the light of evidence, to evaluate alternative/competing arguments and definitions of problems, and to articulate their own position in relation to contemporary political debates relating to citizenship;
- f. improve their own learning performance, communication skills, capacity to work with others and solve problems, in the context of their study of Social Science: Citizenship.

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Assessment Objectives

6.1 Introduction

The specification content is grouped into three inter-related themes:

- The Citizen and the State
- The Citizen and the Political Process
- The Citizen, Society and the Community

Candidates should examine the three inter-related themes primarily within the context of citizenship within the United Kingdom, but having regard to European and global dimensions.

6.2

All candidates will be required to meet the following assessment objectives:

AO1	Recall, select and deploy their knowledge and understanding of citizenship accurately and by means of example and citation show understanding of relevant concepts and theories.
AO2	Acquire and appropriately apply skills of analysis, interpretation and evaluation of information, arguments and explanations.
AO3	Communicate arguments and explanations in a clear and structured manner, making use of a range of relevant evidence and vocabulary appropriate to the study of Citizenship.

6.3 Quality of Written Communication

The quality of written communication is assessed in all assessment units where candidates are required to produce extended written material. Candidates will be assessed according to their ability to:

- select and use a form and style of writing appropriate to purpose and complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate;
- ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear.

The assessment of the quality of written communication is included in assessment objective three (AO3).

7

Scheme of Assessment – Advanced Subsidiary (AS)

The Scheme of Assessment has a modular structure. The Advanced Subsidiary (AS) award comprises three compulsory assessment units. Issues can be approached through the use of local and/or national and/or international examples and/or case studies.

7.1 Assessment Units

Unit 1	Written Paper	1 hour
33 $\frac{1}{3}$ % of the total AS marks	60 marks	

This unit comprises one compulsory stimulus/data response question and two structured essay questions from which candidates are required to answer one question. This unit assesses Module 1 of the AS Subject Content. Each question will assess the objectives as detailed in paragraph 6.2 of the specification. The weighting of each assessment objective is given in paragraph 7.2.

Unit 2	Written Paper	1 hour
33 $\frac{1}{3}$ % of the total AS marks	60 marks	

This unit comprises one compulsory stimulus/data response question and two structured essay questions from which candidates are required to answer one question. This unit assesses Module 2 of the AS Subject Content. Each question will assess the objectives as detailed in paragraph 6.2 of the specification. The weighting of each assessment objective is given in paragraph 7.2.

Unit 3	Written Paper	1 hour
33 $\frac{1}{3}$ % of the total AS marks	60 marks	

This unit comprises a compulsory problem solving exercise in which a citizenship issue is presented for resolution. In addition there are two structured essay questions from which candidates are required to answer one question. This unit assesses Module 3 of the AS Subject Content. Each question will assess the objectives as detailed in paragraph 6.2 of the specification. The weighting of each assessment objective is given in paragraph 7.2.

7.2 Weighting of Assessment Objectives for AS

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table:

Assessment Objectives (see table 6.2)	Unit Weightings (%)			Overall Weighting of AOs (%)
	1	2	3	
AO1 – Recall, select and deploy knowledge	$13\frac{1}{3}$	$13\frac{1}{3}$	$13\frac{1}{3}$	40
AO2 – Analyse and evaluate	$13\frac{1}{3}$	$13\frac{1}{3}$	$13\frac{1}{3}$	40
AO3 – Communicate	$6\frac{2}{3}$	$6\frac{2}{3}$	$6\frac{2}{3}$	20
Overall Weighting of Units (%)	$33\frac{1}{3}$	$33\frac{1}{3}$	$33\frac{1}{3}$	100

Candidates' marks for each assessment unit are scaled to achieve the correct weightings.

Subject Content

8

Summary of Subject Content

- 8.1
- The specification content is grouped into three inter-related themes:
- The Citizen and the State
 - The Citizen and the Political Process
 - The Citizen, Society and the Community

8.2 AS Modules

MODULE 1 – The Citizen and the State

Characteristics of Citizenship in the Modern State. The Nature of Citizenship. Citizens' Rights and Duties.

The Citizen and the Law. The Legal System. The Criminal Justice System.

The Welfare of the Citizen. Welfare. The Citizen's Charter.

MODULE 2 – The Citizen and the Political Process

Representative Democracy. The Functions and Levels of Government. The Role of Elected Representatives.

Political Participation. Forms of Political Participation. Influencing Political decision-making.

Political Ideology and Political Action. The ideologies of the main political parties. Knowledge of a particular campaign.

MODULE 3 – The Citizen, Society and the Community

Socialisation. The Impact of Socialisation. The role of the media in the creation and maintenance of social identities.

Life-chances and Inequality. Differences in life-chances based on class, ethnicity, gender. Poverty and inequality.

The Citizen in the Community. Group dynamics and conflict resolution. Community-based forms of action.

8.3 Key Ideas

Each of the three inter-related themes is structured under a number of Key Ideas. The Key Ideas indicate areas for study by candidates and therefore provide the focus for the questions on the written paper. The amplification provides guidance on what should be covered in relation to Key Ideas.

8.4 Concepts

Certain overarching concepts reflecting the rights and responsibilities of both the individual and community including authority, co-operation, conflict, democracy, equality, fairness, freedom, justice, order, power, permeate the study of citizenship and should be studied in context when addressing all parts of the specification. Issues can be approached through the use of local and/or national and/or international examples and/or case studies.

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AS Module 1

The Citizen and the State

Key Ideas

Amplification

9.1 Characteristics of
Citizenship in the Modern
State

The Nature of Citizenship

Definitions of citizenship and the contemporary debates about the characteristics of citizenship in the modern state. This should include consideration of the citizen as a consumer, employee, employer and family member.

Citizens' Rights and Duties

The citizen as a member of the state and the corresponding legal, political and social rights. Universal rights and duties. Individualist and communitarian views of citizenship.

The extent to which civil liberties are protected in Britain, Europe and globally. Human Rights Act. Freedom of information.

9.2 The Citizen and the Law

The Legal System

The courts and alternatives such as Alternative Dispute Resolution; tribunals; ombudsmen. The legal profession advice and representation. The citizen's voice in the legal process. Candidates should be encouraged to take a practical approach to these issues by, for example, visiting their local Magistrates' Court and Crown Court, and observing the way(s) in which citizens take an active role in the justice process.

The Criminal Justice System

The rights of the police and the accused. The prosecution process. An appreciation of law, and law enforcement, as beneficial to the whole community or as an instrument for sectional interests to protect their position.

This area lends itself to case studies and combines both substantive and theoretical approaches.

9.3 The Welfare of the Citizen

Welfare

Current debates about the role of the state in the provision of welfare. The provision of one of the following aspects of welfare: housing, health care, provision for old age. The private and voluntary sectors, community and individual responsibility.

The Citizen's Charter

The Citizen's Charter; aims and effectiveness. Citizens as public service consumers. This should be studied with reference to specific service charters.

10

AS Module 2

The Citizen and the Political Process

<i>Key Ideas</i>	<i>Amplification</i>
10.1 Representative Democracy	
The Functions and Levels of Government	The main functions and levels of government, including local, devolved, central and European. Theories and forms of representation: elections, manifestos and the mandate.
Elected Representatives	The powers and main responsibilities of elected representatives, from parish, district and county councillors to MPs and MEPs. Social characteristics of elected representatives. Interaction with the media.
10.2 Political Participation	
Forms of Political Participation	Membership of political parties and pressure groups. Attending meetings, voting, campaigning, fundraising. Use of the media, use of internet and the world wide web. Influences on voting behaviour such as class, age, ethnicity, gender, religion and region.
Influencing Political Decision-Making	Parliamentary action (writing to MPs, lobbying) and extra-parliamentary action (using the media, campaigning, demonstrating).
10.3 Political Ideology and Political Action	
Political Ideologies	The changing nature in contemporary society of the ideologies of conservatism, liberalism and socialism including the concept of post-ideological politics. The extent to which such ideas are used to frame contemporary debates about citizenship.
Knowledge of a Particular Campaign	A local, national, European or international campaign which has sought to promote a particular policy or policies and/or influence a political decision; an issue such as one of the following may be chosen: road building, GM crops, global warming. Knowledge of the campaign should cover its aims, methods, participants, effectiveness including the use of the media.

11

AS Module 3

The Citizen, Society and the Community

Key Ideas

Amplification

11.1 Socialisation

The Impact of Socialisation

Influence of socialisation on families, groups, and communities in creating differently empowered citizens. The influence of class, gender, sexuality, ethnicity, age and nationality on both the ability to participate effectively in society and the construction and presentation of a citizen's identity.

The Role of the Media in the Creation and Maintenance of Social Identities

Local, national and global influences of the media: competing debates and models such as consensus and pluralist. Agenda setting and the issue of bias. The processes of labelling and stereotyping in the media.

11.2 Life-chances and Inequality

Differences in Life-chances based on Class, Ethnicity and Gender

Differences in life-chances in relation to health, education and employment. Anti-discrimination policies designed to create equal opportunities.

Poverty and Inequality

Individual, structural and cultural explanations; consequences for citizens, families and society; the underclass.

11.3 The Citizen in the Community

Group Dynamics and Conflict Resolution

Sources of power and authority in groups; decision-making; strategies for resolving conflict and achieving collaboration, both formal (e.g. voting), and informal (e.g. persuasion and negotiation).

Community-based forms of Action

Examples of local action which may support local community interests, such as forms of self-help, which may enhance social inclusion, or local pressure groups which may support local community interests, e.g. the local environment.

An understanding of the concepts, processes and strategies in this section should be developed through the study of a campaign, a group or groups in the candidate's own community.

Key Skills and Other Issues

12

Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

12.1 Introduction

The National Qualification in Key Skills requires candidates to demonstrate levels of achievement in the Key Skills of *Application of Number, Communication and Information Technology*. (Copies of the Key Skills Units may be obtained directly from QCA.)

The units for the ‘wider’ Key Skills of *Improving own Learning and Performance, Working with Others* and *Problem-Solving* are also available. The acquisition and demonstration of ability in these wider Key Skills is deemed highly desirable for all candidates, but they do not form part of the National Qualification.

Copies of the Key Skills Units may be downloaded from QCA’s web site (www.qca.org.uk/keyskills).

The units for each Key Skill comprise three sections:

- A What you need to know.
- B What you must do.
- C Guidance.

Candidates following a course of study based on this specification for Social Science: Citizenship can be offered opportunities to develop and generate evidence of attainment in aspects of all of the Key Skills of *Communication, Application of Number, Information Technology, Working with Others, Improving own Learning and Performance, Problem Solving*. Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted below. More specific guidance on integrating the delivery of Key Skills in courses based upon this specification are given in the AQA specification support material.

12.2 Key Skills Opportunities in Social Science: Citizenship

The broad and multi-disciplinary nature of Social Science: Citizenship that calls upon candidates’ abilities to demonstrate the transferability of their knowledge, understanding and skills, make it an ideal vehicle to assist candidates to develop their knowledge and understanding of the Key Skills and to produce evidence of their application. The matrices below signpost the opportunities for the acquisition, development and production of evidence for Part B of each of the 6 Key Skills units at *Level 3*, in the teaching and learning modules of this specification. The degree of opportunity in any one module will depend upon a number of centre-specific factors, including teaching strategies and level of resources.

Communication

What you must do:	Signposting of Opportunities for Generating Evidence in Modules		
	1	2	3
C3.1a Contribute to discussions	✓	✓	✓
C3.1b Make a presentation	✓	✓	✓
C3.2 Read and synthesise information	✓	✓	✓
C3.3 Write different types of documents	✓	✓	✓

Application of Number

What you must do:	Signposting of Opportunities for Generating Evidence in Modules		
	1	2	3
N3.1 Plan and interpret information from different sources		✓	
N3.2 Carry out multi-stage calculations		✓	
N3.3 Present findings, explain results and justify choice of methods		✓	

Information Technology

What you must do:	Signposting of Opportunities for Generating Evidence in Modules		
	1	2	3
IT3.1 Plan and use different sources to search for and select information	✓	✓	✓
IT3.2 Explore, develop, and exchange information, and derive new information	✓	✓	✓
IT3.3 Present findings, explain results and justify choice of methods	✓	✓	✓

Working with Others

What you must do:	Signposting of Opportunities for Generating Evidence in Modules		
	1	2	3
WO3.1 Plan the activity	✓	✓	✓
WO3.2 Work towards agreed objectives	✓	✓	✓
WO3.3 Review the activity	✓	✓	✓

Improving own Learning and Performance

What you must do:	Signposting of Opportunities for Generating Evidence in Modules		
	1	2	3
LP3.1 Agree and plan targets	✓	✓	✓
LP3.2 Seek feedback and support	✓	✓	✓
LP3.3 Review progress	✓	✓	✓

Problem Solving

What you must do ...	Signposting of Opportunities for Generating Evidence in Modules		
	1	2	3
PS3.1 Recognise, explain and describe the problem			✓
PS3.2 Generate and compare different ways of solving problems			✓
PS3.3 Plan and implement options			✓
PS3.4 Agree and review approaches to tackling problems			✓

The signposting opportunities recorded in the 6 tables above, represent the opportunities to acquire and produce evidence of the Key Skills which are possible through this specification. There may be other opportunities to achieve these and other aspects of Key Skills via this specification, but such opportunities are dependent on the detailed course of study delivered within centres.

12.3 Key Skills in the Assessment of Social Science: Citizenship

The 'main' Key Skill of *Communication* must contribute to the assessment of Social Science: Citizenship. Aspects of *Communication* are an intrinsic part of Assessment Objective AO3 and hence will form part of the assessment requirements for Units 1-3.

12.4 Further Guidance

More specific guidance and examples of tasks that can provide evidence of one or more Key Skills are given in the AQA Teachers' Guide.

13

Spiritual, Moral, Ethical, Social, Cultural and Other Issues

13.1 Spiritual, Moral, Ethical, Social and Cultural Issues

The study of Social Science: Citizenship provides many opportunities to develop candidates' understanding of moral, ethical, social and moral issues. The overarching concepts (detailed in paragraph 8.4) include equality, fairness, freedom and justice. These concepts permeate the study of citizenship and should be studied in context when addressing all parts of the specification.

Candidates should be aware that the community is made up of a range of different groups from varied social, cultural and religious backgrounds. Within the community, candidates should develop their social identities and concerns as citizens. The issue is addressed particularly in Module 3 paragraph 11.1.

Candidates should be encouraged to develop an understanding that differing values and attitudes exist, and to reflect on these and their own beliefs. They should explore contemporary issues and debates including ethical and moral dimensions. For example the provision of welfare (Module 1, paragraph 9.5) should be addressed by exploring the current debates.

13.2 European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen papers. In the context of citizenship within the United Kingdom candidates should examine its role within the European Union (Modules 1, 2 and 3), and as a signatory to the European Convention on Human Rights (Module 1, paragraph 9.2). By this means this specification will enhance the development of the European dimension.

13.3 Environmental Education

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report "*Environmental Responsibility: An Agenda for Further and Higher Education*" 1993 in preparing this specification and associated specimen papers. This specification is designed so that it can be used as a medium for improving environmental education. For example, case studies used by candidates may include Green issues at local, national, European and global levels when candidates are addressing Module 2, paragraph 10.6.

13.4 Avoidance of Bias

AQA has taken great care in the preparation of this specification and associated specimen papers to avoid bias of any kind.

Awarding and Reporting

14

Grading, Shelf-Life and Re-Sits

14.1	Qualification Titles	The qualification based on this specification has the following title: AQA Advanced Subsidiary GCE in Social Science: Citizenship.
14.2	Grading System	The AS qualifications will be graded on a five-grade scale: A, B, C, D and E. Candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate. Individual assessment unit results will be certificated.
14.3	Shelf-Life of Unit Results	The shelf-life of individual unit results, prior to the award of the qualification, is limited only by the shelf-life of the specification.
14.4	Assessment Unit Re-Sits	Each assessment unit may be re-taken an unlimited number of times within the shelf-life of the specification. The best result will count towards the final award. Candidates who wish to repeat an award must enter for at least one of the contributing units and also enter for certification (cash-in). There is no facility to decline an award once it has been issued.
14.5	Minimum Requirements	Candidates will be graded on the basis of work submitted for the award of the qualification. Zero marks rather than absent will be recorded where no work for a component has been submitted.
14.6	Awarding and Reporting	This specification complies with the grading, awarding and certification requirements of the GCSE, GCE, GNVQ and AEA Code of Practice April 2007, and will be revised in the light of any subsequent changes for future years.

Appendix

A

Overlaps with other qualifications

There are limited points of overlap in terms of the knowledge required in Citizenship and GCE Government and Politics, GCE Sociology and GCE Law. The perspective required and context in which the knowledge is applied are distinctly different in Citizenship.

This qualification may be used in conjunction with any of the many award schemes or records of achievement that recognise active participation in citizenship activities, e.g. AQA's Unit Award Scheme, ASDAN, Citizenship Foundation Award Scheme, Diana Princess of Wales Award Scheme, Duke of Edinburgh Award Scheme, Junior Sports Leaders' Award, Prince's Trust, various Local Authority Youth Awards, etc. New schemes are introduced regularly, so consult your own LEA and the DFES website: www.dfes.gov.uk.