



**General Certificate of Education**

**Citizenship Studies**

**CIST3 Power and Justice**

**Mark Scheme**

*2010 examination - January series*

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**GCE CITIZENSHIP STUDIES CIST 3**

**GENERIC MARK SCHEME**

**Part (a) questions**

<b>Level</b>	<b>AO1 Knowledge and Understanding</b>	<b>AO2 Analysis and Evaluation</b>	<b>AO3 Communication and Action</b>	<b>AO4 Synthesis</b>
<b>3</b>	<p><b>(3–4 marks)</b> Answers are extensive, demonstrating wide ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples are used to relate and interconnect knowledge and understanding to citizenship issues.</p>	<p><b>(5–6 marks)</b> The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.</p>		<p><b>(3 marks)</b> Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</p>
<b>2</b>	<p><b>(2 marks)</b> Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.</p>	<p><b>(3–4 marks)</b> The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.</p>	<p><b>(2 marks)</b> A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling punctuation and grammar.</p>	<p><b>(2 marks)</b> Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</p>

<p><b>1</b></p>	<p><b>(1 mark)</b>                  Answers are characterised by basic citizenship knowledge understanding of relevant concepts and theories. Candidates may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.</p>	<p><b>(1–2 marks)</b>                  The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.</p>	<p><b>(1 mark)</b>                  There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss basic elements of citizenship participation. Errors in spelling punctuation and grammar may be intrusive and the response may not be legible.</p>	<p><b>(1 mark)</b>                  Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</p>
	<p><b>0 marks</b>                  No relevant response.</p>	<p><b>0 marks</b>                  No relevant response.</p>	<p><b>0 marks</b>                  No relevant response.</p>	<p><b>0 marks</b>                  No relevant response.</p>

**GENERIC MARK SCHEME**  
**Part (b) questions**

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
<b>3</b>	<p><b>(4–5 marks)</b> Answers are extensive, demonstrating wide ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples are used to relate and interconnect knowledge and understanding to citizenship issues.</p>	<p><b>(6–8 marks)</b> The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.</p>	<p><b>(3–4 marks)</b> The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate the response indicates an outstanding ability to recognise and draw upon the candidate’s own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling punctuation and grammar.</p>	<p><b>(6–8 marks)</b> Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</p>
<b>2</b>	<p><b>(2–3 marks)</b> Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.</p>	<p><b>(3–5 marks)</b> The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.</p>	<p><b>(2 marks)</b> A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling punctuation and grammar.</p>	<p><b>(3–5 marks)</b> Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</p>

**Part (b) questions continued**

<b>Level</b>	<b>AO1 Knowledge and Understanding</b>	<b>AO2 Analysis and Evaluation</b>	<b>AO3 Communication and Action</b>	<b>AO4 Synthesis</b>
<b>1</b>	<p><b>(1 mark)</b> Answers are characterised by basic citizenship knowledge understanding of relevant concepts and theories. Candidates may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.</p>	<p><b>(1–2 marks)</b> The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.</p>	<p><b>(1 mark)</b> There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss basic elements of citizenship participation. Errors in spelling punctuation and grammar may be intrusive and the response may not be legible.</p>	<p><b>(1–2 marks)</b> Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</p>
	<p><b>0 marks</b> No relevant response.</p>	<p><b>0 marks</b> No relevant response.</p>	<p><b>0 marks</b> No relevant response.</p>	<p><b>0 marks</b> No relevant response.</p>

The following indicative content is to be used in conjunction with the Generic Mark Bands. The points identified in most detail are those expected to be found in responses at Level three. Responses judged to be characterised by levels one and two are explained more briefly and are likely to include progressively fewer relevant points.

In addition to the indicative content detailed here, all relevant responses will be given credit.

## SECTION A

### Question 1

**Total for this question: (40 marks)**

<p><b>(a)</b> Examine what is supposed to be achieved by sentencing. <span style="float: right;"><i>(15 marks)</i></span></p>
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### **AO1 (Knowledge and Understanding)**

#### **Level 3 (3 – 4 marks)**

Answers in this band will demonstrate a wide ranging knowledge of sentencing in a citizenship context. Answers will probably consider the various theories/purposes of punishment, eg: -

- retribution
- deterrence
- rehabilitation, and
- protection of the public

and will explain what each of these means. Answers will consider and/or give examples of specific sentences which might be used to achieve these aims. Note that these are given as examples of probable content, not all are necessary for full marks and all other relevant material will be credited. The answer will refer to real and topical examples or illustrations and these will relate and connect knowledge of sentencing to an understanding of citizenship studies.

#### **Level 2 (2 marks)**

Answers in this band will demonstrate a good level of citizenship knowledge of sentencing and will be able to relate this to some relevant concepts and theories about citizenship. Some examples of the theories of punishment are likely to be given but these may not be fully integrated into the answer and explanations of them will not be developed in depth.

#### **Level 1 (1 mark)**

Answers in this band will demonstrate only a basic level of citizenship knowledge of the issues relating to sentencing. Some examples of sentences may be given, but these may not focus on citizenship aspects of the issues and they are unlikely to be integrated into the answer.

### **AO2 (Analysis and Evaluation)**

#### **Level 3 (5 – 6 marks)**

Answers in level three will contain an explicit, detailed and penetrating analysis and evaluation of the issues related to sentencing – for example candidates may speculate on the extent to which, if at all, sentences can achieve the purposes that have been identified, problems about consistency of sentencing, etc. Note that these are given as examples only and that full marks can be achieved without reference to these issues and that all other creditworthy comments and discussion will be credited. Answers may consider the problems sentencing and its related

issues give rise to in relation to citizenship concepts studied by the candidate. There will be an evaluation and assessment of the issues, opinions, ideas, views and arguments about sentencing raised by the candidate. There will be a well-reasoned conclusion based on the evidence adduced in the answer.

**Level 2 (3 – 4 marks)**

Answers in this band will contain evidence of analysis and evaluation of the citizenship issues relating to sentencing and/or punishment of offenders. The analysis will not show the depth or breadth exhibited in band 3, but will develop and make some assessment of the issues raised. At the bottom of the band such analysis may be limited to general comments about sentencing issues and will probably lack any assessment of the value of the points raised. There will probably be some attempt to reach a conclusion, but this may not be fully integrated into the answer or it may not be based on the evidence adduced in the answer.

**Level 1 (1 – 2 marks)**

In this band the answer will contain little or no evidence of any skills of analysis and/or evaluation. Any assessment of the validity of the information offered by the candidate is likely to be implied rather than expressly developed and discussed. There is likely to be no conclusion, or a conclusion that is limited to the opinions of the candidate and independent of the material offered in the answer.

**AO3 (Communication and Action)****Level 2 (2 marks)**

Answers in this band will select and organise a range of information on the issue of sentencing and/or punishment. Appropriate arguments, based on the information will be developed. Answers will make good use of terminology appropriate to a discussion of sentencing and related issues. The answer will demonstrate a good ability to discuss a wide range of key elements relation to sentencing and to participation in citizenship issues generally. The response should be legible. There may be occasional errors of spelling, punctuation and grammar.

**Level 1 (1 mark)**

Answers in this band will show evidence of a basic attempt to select and organise information on the issue of sentencing. Answers will make limited use of terminology appropriate to a discussion of sentencing and related issues. The answer may demonstrate an attempt to develop a discussion of basic elements relating to sentencing and/or to citizenship issues generally. Errors of spelling, punctuation and grammar may be intrusive. The response may not be legible.

**AO4 (Synthesis)****Level 3 (3 marks)**

Answers in this band will demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about sentencing or to propose alternative solutions to some of the issues raised about sentencing.

**Level 2 (2 marks)**

Answers in this band will demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about sentencing and punishment or to propose alternative solutions to some of the issues raised about sentencing.



**Level 1 (1 mark)**

Answers in this band will demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about sentencing or to propose alternative solutions to any of the issues raised in relation to sentencing.

(b) Critically assess the role of the Crown Prosecution Service.

(25 marks)

**AO1 (Knowledge and Understanding)****Level 3 (4 – 5 marks)**

Answers in this band will demonstrate a wide ranging knowledge of the role of the Crown Prosecution Service in a citizenship context. They will demonstrate that candidates understand that the Crown Prosecution Service (the CPS) is an independent body created by the Prosecution of Offences Act 1995 to separate the investigation of criminal offences from the prosecution of them.

Answers in this band will be expected to show that:

- the CPS receives files from the police when the police believe that there is sufficient evidence against a suspect to justify a prosecution
- the final decision about whether or not to prosecute will be made by the CPS and not by the police
- in making this decision the CPS will consider if there is a realistic prospect of a conviction and whether or not a prosecution is in the public interest
- once a decision to prosecute has been made the CPS will then appear for the Crown in court and conduct the prosecution.

Note that these are given as examples of probable content, not all are necessary for full marks and all other relevant material will be credited. Candidates are not required to explain the principles of prosecution, but will be given credit if they do. The answer will refer to real and topical examples or illustrations and these will relate and connect knowledge of the role of the CPS to an understanding of citizenship studies.

**Level 2 (2 – 3 marks)**

Answers in this band will demonstrate a good level of citizenship knowledge of the CPS and will be able to relate this to relevant concepts and theories about citizenship. Some examples of the role of the CPS will be given but these may not be fully integrated into the answer.

**Level 1 (1 mark)**

Answers in this band will demonstrate only a basic level of citizenship knowledge of the CPS, probably limited to the role of the CPS as prosecutor in court. Examples may be given, but these may not focus on citizenship aspects of the issues and they are unlikely to be integrated into the answer.

**AO2 (Analysis and Evaluation)****Level 3 (6 – 8 marks)**

Answers in level three will contain an explicit, detailed and penetrating analysis and evaluation of the role of the CPS and the issues that this gives rise to in relation to citizenship concepts studied by the candidate. Candidates may, for example, discuss:

- the desirability of having the decision to prosecute made by an independent body rather than by the police who have investigated the offence
- the need for the prosecution to be conducted by an independent body and not by those with an interest in the conviction of the accused.

Evaluation of these, and any other relevant issues, ideas, arguments, opinions and views raised by the candidate will be clearly and fully assessed. There will be a well reasoned conclusion based on the evidence adduced in the answer.

**Level 2 (3 – 5 marks)**

Answers in this band will contain evidence of analysis and evaluation of the citizenship issues relating to the role of the CPS. The analysis will not show the depth or breadth exhibited in band three, but will develop and make some assessment of the issues raised. There will probably be some attempt to reach a conclusion, but this may not be fully integrated into the answer or it may not be based on the evidence adduced in the answer.

**Level 1 (1 – 2 marks)**

Answers in this band will contain little or no evidence of any skills of analysis and/or evaluation. Opinions are likely to be offered without justification or explanation and any assessment of the validity of the information offered by the candidate is likely to be implied rather than expressly developed and discussed. There is likely to be no conclusion, or a conclusion that is limited to the opinions of the candidate and independent of the material offered in the answer.

**AO3 (Communication and Action)****Level 3 (3 – 4 marks)**

Answers in this band will be developed from an extensive range of evidence about the role of the CPS. This evidence will be selected and organised to show the basis of the arguments developed by the candidate. Terminology that is appropriate to a study of the CPS from the perspective of citizenship will be used extensively, fluently and confidently. The candidate may draw on his or her own experiences in relation to citizenship participation. The response will be legible and there will be few, if any errors of spelling punctuation and grammar.

**Level 2 (2 marks)**

Answers in this band will select and organise a range of information on the issue of the role of the CPS. Appropriate arguments, based on the information will be developed. Answers will make good use of terminology appropriate to a discussion of the CPS. The answer will demonstrate a good ability to discuss a wide range of key elements relating to the role of the CPS and to participation in citizenship issues generally. The response should be legible. There may be occasional lapses of spelling, punctuation and grammar.

**Level 1 (1 mark)**

Answers in this band will show evidence of a basic attempt to select and organise information on the role of the CPS. Answers will make limited use of terminology appropriate to a discussion of the CPS. The answer may demonstrate an attempt to develop a discussion of basic elements relating to the role of the CPS and/or to citizenship issues generally. Errors of spelling, punctuation and grammar may be intrusive. The response may not be legible.

**AO4 (Synthesis)****Level 3 (6 – 8 marks)**

Answers in this band will demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about the CPS or to propose alternative solutions to any issues or problems relating to the role of the CPS that were identified by the candidate.

**Level 2 (3 – 5 marks)**

Answers in this band will demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about the role of the CPS or to propose alternative solutions to any issues or problems relating to the role of the CPS that were identified by the candidate.

**Level 1 (1 – 2 marks)**

Answers in this band will demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about the role of the CPS or to propose alternative solutions to any issues or problems relating to the role of the CPS that were identified by the candidate.

**Question 2****Total for this question: (40 marks)**

(a) Explain and comment on the roles of the judge and jury in a criminal trial. (15 marks)
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**AO1 (Knowledge and Understanding)****Level 3 (3 – 4 marks)**

Answers in this band will explain that in a criminal trial the judge is the sole arbiter of law and that the role of the jury is to decide the facts of the case. Answers should explain that in a criminal trial the judge will:

- conduct the trial and keep order in court
- decide all issues of law (eg the admissibility of evidence)
- sum up the facts of the case
- explain the relevant law to the jury and how it should be applied
- pass sentence on those accused who are found guilty by the jury.

The jury will:

- listen to the evidence
- decide the weight to be attached to each piece of evidence
- make decisions about the reliability of each witness
- decide whether the accused is guilty or not guilty of the offence .

Not all of these are necessary for full marks. The above are given as examples of material that might be relied on to demonstrate a wide ranging knowledge of the different roles of the judge and the jury from the citizenship perspective. All other relevant material will be credited.

Answers in this band will make clear the different roles of the judge and the jury and will support the explanation by reference to real situations such as those mentioned above.

**Level 2 (2 marks)**

Answers in this band will demonstrate a good level of citizenship knowledge of the roles of the judge and the jury in criminal trials and will be able to relate this to relevant concepts and theories about citizenship. In this band candidates will probably explain the distinction with reasonable accuracy (for example that the judge is sole arbiter of law and the jury sole arbiter of fact, jury decides guilt or innocence, judge passes sentence) but they are not likely to develop the answer much further. Any examples that are given of the roles of the judge and jury may not be fully integrated into the answer.

**Level 1 (1 mark)**

Answers in this band will demonstrate only a basic level of citizenship knowledge of the role of judge and jury possibly limited to explaining only one difference. Examples may be given, but these may not focus on citizenship aspects of the issues and they are unlikely to be integrated into the answer.

**AO2 (Analysis and Evaluation)**

**Level 3 (5 – 6 marks)**

Answers in this band will contain an explicit, detailed and penetrating analysis and evaluation of the roles of judge and jury and the issues that these give rise to in relation to citizenship concepts studied by the candidate – for example candidates may comment on the desirability (or otherwise) of allowing citizens to play a role in the prosecution system, the benefits and the drawbacks that jury trial creates on they may focus on the opportunities for active citizenship participation, the sense of community developed by jury service, the democratic aspects of the jury system and the level of esteem in which it is held by the public. Note that these are given as examples only and that all relevant and meritorious comment will be credited. Evaluation of issues and opinions about the respective roles of judge and jury and ideas, views and arguments related to these issues will be clear, detailed and fully assessed. There will be a well reasoned conclusion based on the evidence adduced in the answer.

**Level 2 (3 – 4 marks)**

Answers in this band will contain evidence of analysis and evaluation of the issues relating to the roles of the judge and the jury in a criminal trial or to the citizenship issues raised by the question. The analysis will not show the depth or breadth exhibited in band 3, but will develop and made some assessment of the issues raised. The analysis and evaluation of the issues may focus on one issue such as the active citizenship aspect of jury trial. There will probably be some attempt to reach a conclusion, but this may not be fully integrated into the answer or it may not be based on the evidence adduced in the answer.

**Level 1 (1 – 2 marks)**

In this band the answer will contain little or no evidence of any skills of analysis and/or evaluation. Comment is likely to be limited to a brief assessment of the benefits and/or drawbacks of the division of responsibility in a trial by jury. Any assessment of the validity of the information offered by the candidate is likely to be implied rather than expressly developed and discussed. There is likely to be no conclusion, or a conclusion that is limited to the opinions of the candidate and independent of the material offered in the answer.

**AO3 (Communication and Action)**

**Level 2 (2 marks)**

Answers in this band will select and organise a range of information on the issue of the roles of the judge and jury in a criminal trial. Appropriate arguments, based on the information will be developed. Answers will make good use of terminology appropriate to a discussion of jury trials. The answer will demonstrate a good ability to discuss a wide range of key elements

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relation to the issues raised and to participation in citizenship issues generally. The response should be legible. There may be occasional errors of spelling, punctuation and grammar.

**Level 1 (1 mark)**

Answers in this band will show evidence of a basic attempt to select and organise information on the issue of the role of the judge and the jury in a criminal trial. Answers will make limited use of terminology appropriate to a discussion of the issues. The answer may demonstrate an attempt to develop a discussion of basic elements relating to the roles of the judge and the jury and/or to citizenship issues generally. Errors of spelling, punctuation and grammar may be intrusive. The response may not be legible.

**AO4 (Synthesis)**

**Level 3 (3 marks)**

Answers in this band will demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument and or discussion about the role of the judge and the jury in a criminal trial or to formulate alternative views about the issues.

**Level 2 (2 marks)**

Answers in this band will demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about the issues or to formulate alternative views about the issues.

**Level 1 (1 mark)**

Answers in this band will demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about the issues or to formulate alternative views about the issues.

(b) The police have insufficient powers to prevent and detect crime. Discuss this view.  
(25 marks)

**AO1 (Knowledge and Understanding)**

**Level 3 (4 – 5 marks)**

Answers in this band will demonstrate a wide ranging knowledge of police powers in a citizenship context. They will probably include:

- powers to stop and search suspects
- powers to search premises
- powers of arrest
- powers to detain and interrogate suspects.

Note that these are given as examples of probable content, not all are necessary for full marks. All other relevant material will be credited. In level three, answers will explain a good range of the powers available to the police and will give a coherent and accurate explanation and account of what the various powers entail and how and when they are used. Candidates will probably refer to the Police and Criminal Evidence Act 1984. Answers in this level will refer to real and topical examples or illustrations and these will relate and connect knowledge of police powers to an understanding of citizenship studies.

**Level 2 (2 – 3 marks)**

Answers in this band will demonstrate a good level of citizenship knowledge of police powers and will be able to relate this to relevant concepts and theories about citizenship. Examples of police powers (as set out above) will be given but these may not be fully explained or integrated into the answer. In this level candidates are unlikely to develop their explanation of the powers of the police beyond a brief description of what each involves.

**Level 1 (1 mark)**

Answers in this band will demonstrate only a basic level of citizenship knowledge of police powers. Candidates may be aware of one or two examples of the powers of the police but are unlikely to be able to explain these in any detail. Examples may be given, but these may not focus on citizenship aspects of the issues and they are unlikely to be integrated into the answer.

**AO2 (Analysis and Evaluation)****Level 3 (6 – 8 marks)**

Answers in this band will contain an explicit, detailed and penetrating analysis and evaluation of the issues related to the powers of the police and the problems that these give rise to in relation to citizenship concepts studied by the candidate. Evaluation of issues and opinions about police powers and ideas, views and arguments related to these issues will be clear, detailed and fully assessed. Candidates are likely to discuss such issues as:

- the use made by the police of their rights to stop and search suspects
- the problems about the large numbers of searches made by the police of members of ethnic minority communities
- the very wide powers of arrest given to the police in the Serious Organised Crime and Police Act 2005
- abuse of police powers – eg in the control of peaceful demonstrations.

Note that these are given only as examples of possible areas of discussion. It is not necessary to discuss all of these for full marks. All relevant and informed comment will be credited. There will be a well reasoned conclusion based on the evidence adduced in the answer.

**Level 2 (3 – 5 marks)**

Answers in this band will contain evidence of analysis and evaluation of the issues relating to police powers or to the citizenship issues raised by the question. The analysis will not show the depth or breadth exhibited in band three, but will develop and make some assessment of the issues raised. Candidates are likely to discuss a range of issues in a superficial manner or to deal with a single issue in some breadth and depth. At the bottom end of the level two mark range the discussion may be unbalanced. There will probably be some attempt to reach a conclusion, but this may not be fully integrated into the answer or it may not be based on the evidence adduced in the answer.

**Level 1 (1 – 2 marks)**

In this band the answer will contain little or no evidence of any skills of analysis and/or evaluation. Answers in this level are unlikely to do more than assert that the police have sufficient/insufficient powers and will offer only superficial evidence to support the view that is taken. Any assessment of the validity of the information offered by the candidate is likely to be implied rather than expressly developed and discussed. There is likely to be no conclusion, or a conclusion that is limited to the opinions of the candidate and independent of the material offered in the answer.

**AO3 (Communication and Action)****Level 3 (3 – 4 marks)**

Answers in this band will be developed from an extensive range of evidence about police powers. This evidence will be selected and organised to show the basis of the arguments developed by the candidate. Terminology that is appropriate to a study of police powers from the perspective of citizenship will be used extensively, fluently and confidently. The candidate may draw on his or her own experiences in relation to citizenship participation. The response will be legible and there will be few, if any errors of spelling punctuation and grammar.

**Level 2 (2 marks)**

Answers in this band will select and organise a range of information on the issue of police powers. Appropriate arguments, based on the information will be developed. Answers will make good use of terminology appropriate to a discussion of the issues. The answer will demonstrate a good ability to discuss a wide range of key elements relation to police powers and to participation in citizenship issues generally. The response should be legible. There may be occasional lapses of spelling, punctuation and grammar.

**Level 1 (1 mark)**

Answers in this band will show evidence of a basic attempt to select and organise information on the issue of police powers. Answers will make limited use of terminology appropriate to a discussion of the issues. The answer may demonstrate an attempt to develop a discussion of basic elements relating to police powers and/or to citizenship issues generally. Errors of spelling, punctuation and grammar may be intrusive. The response may not be legible.

**AO4 (Synthesis)****Level 3 (6 – 8 marks)**

Answers in this band will demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about police powers or to propose alternative views and arguments about the powers given to or needed by the police.

**Level 2 (3 – 5 marks)**

Answers in this band will demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about police powers or to propose alternative views and arguments about the powers given to or needed by the police.

**Level 1 (1 – 2 marks)**

Answers in this band will demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about police powers or to propose alternative views and arguments about the powers given to or needed by the police.

**Question 3****Total for this question: (40 marks)**

(a) Examine some of the problems of defining crime.

*(15 marks)***AO1 (Knowledge and Understanding)****Level 3 (3 – 4 marks)**

Answers in this band will demonstrate a wide ranging knowledge of how crimes are defined in a citizenship context. Answers in this band will probably explain that: -

- all crimes have an *actus reus* and a *mens rea*
- the *actus reus* varies with each individual crime and is the behaviour which constitutes the crime. It may include the circumstances and/or the consequences of what was done. Good answers will demonstrate that it does not need to be an act but can be satisfied, in appropriate circumstances, by a failure to act, ie by an omission
- the *mens rea* of an offence relates to the state of mind of the person committing the offence and varies depending on the offence. The usual states of mind will be either intention or recklessness.

Note that these are given as examples of probable content, not all are necessary for full marks and all other relevant material will be credited.

The answer will refer to real and topical examples or illustrations. Candidates who refer to case law will be given credit, but this is not necessary for full marks. Answers in this level will relate and connect knowledge of the problems of defining crime to an understanding of citizenship studies

**Level 2 (2 marks)**

Candidates who discuss only one of the elements of a crime, or who produce a very unbalanced answer cannot score more marks than are available in Level 2.

Answers in this band will demonstrate a good level of citizenship knowledge of the problems of defining criminal conduct and will be able to relate this to some relevant concepts and theories about citizenship. Answers in this level may define/explain *actus reus* and *mens rea* in relatively simple terms or only by reference to examples and without mentioning the terms themselves. Examples may not be fully integrated into the answer.

**Level 1 (1 mark)**

Answers in this band will demonstrate only a basic level of citizenship knowledge of the issues involved in defining criminal conduct. Any explanation of the concepts of *mens rea* and *actus reus* is likely to be in very simplistic terms. Examples may be given, but these may not focus on citizenship aspects of the issues and they are unlikely to be integrated into the answer.

**AO2 (Analysis and Evaluation)****Level 3 (5 – 6 marks)**

Answers in this band will contain an explicit, detailed and penetrating analysis and evaluation of the issues related to defining crime and the problems that these give rise to in relation to citizenship concepts studied by the candidate. Candidates may discuss: -

- the problem of defining the *actus reus* of a crime when it is an omission instead of a positive act



- action crimes, state of affairs crimes, and result crimes
- the difficulty in defining terms like “intention” and “recklessness” in relation to the *mens rea* of criminal acts
- the relationship of *mens rea* and motive.

Note that these are given only as examples of possible areas of discussion. All discussion of relevant issues will be credited. Evaluation of the problems of defining crimes and all ideas, views and arguments related to these issues will be clear, detailed and fully assessed. There will be a well reasoned conclusion based on the evidence adduced in the answer.

### **Level 2 (3 – 4 marks)**

Answers in this band will contain evidence of analysis and evaluation of the issues relating to the problems of defining crime or to the citizenship issues raised by the question. The analysis will not show the depth or breadth exhibited in band three, but will develop and make some assessment of the issues raised. The discussion may be limited to a single issue or to a narrow range of issues and may not be fully developed. There will probably be some attempt to reach a conclusion, but this may not be fully integrated into the answer or it may not be based on the evidence adduced in the answer.

### **Level 1 (1 – 2 marks)**

In this band the answer will contain little or no evidence of any skills of analysis and/or evaluation. Any assessment of the validity of the information offered by the candidate is likely to be implied rather than expressly developed and discussed. There is likely to be no conclusion, or a conclusion that is limited to the opinions of the candidate and independent of the material offered in the answer.

## **AO3 (Communication and Action)**

### **Level 2 (2 marks)**

Answers in this band will select and organise a range of information on the problems of defining crime. Appropriate arguments, based on the information will be developed. Answers will make good use of terminology appropriate to a discussion of criminal law/criminology. The answer will demonstrate a good ability to discuss a wide range of key elements relation to the definition of crime and to participation in citizenship issues generally. The response should be legible. There may be occasional errors of spelling, punctuation and grammar.

### **Level 1 (1 mark)**

Answers in this band will show evidence of a basic attempt to select and organise information on the issue of the definition of crime. Answers will make limited use of terminology appropriate to that issue. The answer may demonstrate an attempt to develop a discussion of basic elements relating to the problems of defining crime and/or to citizenship issues generally. Errors of spelling, punctuation and grammar may be intrusive. The response may not be legible.

## **AO4 (Synthesis)**

### **Level 3 (3 marks)**

Answers in this band will demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about defining crime or to propose alternative methods of dealing with the problem of defining crime.

**Level 2 (2 marks)**

Answers in this band will demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about defining crime or to propose alternative methods of dealing with the problem of defining crime.

**Level 1 (1 mark)**

Answers in this band will demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about defining crime or to propose alternative methods of dealing with the problem of defining crime.

(b) 'In the 21<sup>st</sup> century there is no role for lay magistrates in the criminal justice system.'  
Critically assess this view. (25 marks)

**AO1 (Knowledge and Understanding)**

**Level 3 (4 – 5 marks)**

Answers in this band will demonstrate a wide ranging knowledge of the role of lay magistrates in the Magistrates' Court in a citizenship context. Answers in this band will probably:

- explain what lay magistrates are
- the qualifications for appointment as a lay magistrate
- explain the role of lay magistrates in the Magistrates' Court
- identify/explain the role of the Magistrates' Court in the criminal justice system.

Candidates are not required to identify/examine the role of District Justices for full marks, but those who do will receive credit for doing so.

Note that these are given only as examples of probable content, not all are necessary for full marks and all other relevant material will be credited. The answer will refer to real and topical examples or illustrations and these will relate and connect knowledge of magistrates, the Magistrates' Court and the Criminal Justice system to an understanding of citizenship studies.

**Level 2 (2 – 3 marks)**

Answers in this band will demonstrate a good level of citizenship knowledge of the role and function of lay magistrates and will be able to relate this to relevant concepts and theories about citizenship. In this level candidates will probably explain the role and function of Lay magistrates with reasonable accuracy but without the detail and precision that would be the hallmark of an answer in level three. Explanations and examples will be given but these may not be fully integrated into the answer.

**Level 1 (1 mark)**

Answers in this band will demonstrate only a basic level of citizenship knowledge of the role and function of lay magistrates. Answers at this level are likely to explain what lay magistrates are in terms such as "not being paid" or being "ordinary people". Explanations and examples may be given, but these may not focus on citizenship aspects of the issues and they are unlikely to be integrated into the answer.

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## **AO2 (Analysis and Evaluation)**

### **Level 3 (6 – 8 marks)**

Answers in this band will contain an explicit, detailed and penetrating analysis and evaluation of the advantages and disadvantages of using lay magistrates in the criminal justice system in relation to citizenship concepts studied by the candidate. These are likely to include:

- the desirability of having lay involvement in the criminal justice system
- the benefits of having a bench of three deciding issues rather than a single District Judge
- local knowledge.

The disadvantages are likely to include:

- inconsistency
- inefficiency
- bias towards the police
- narrow social background
- the need for extensive support by legally qualified clerks.

Candidates who assert that lay magistrates are cheaper because they are unpaid will receive little credit unless they develop the discussion to make valid and up to date reference to research comparing the cost of District Judges with that of lay magistrates. Candidates are not required to discuss the role of district judges in the magistrates' court, but those who do will receive credit for drawing appropriate comparisons with lay magistrates.

The question focuses on the role of lay magistrates – not on the role of the Magistrates' Court. Answers which discuss, analyse or evaluate only the role of the Magistrates' Court cannot receive marks in level three.

Evaluation of issues and opinions about the role of lay magistrates and ideas, views and arguments related to these issues will be clear, detailed and fully assessed. There will be a well reasoned conclusion based on the evidence adduced in the answer.

### **Level 2 (3 – 5 marks)**

Answers in this band will contain evidence of analysis and evaluation of the issues relating to the role of lay magistrates or to the citizenship issues raised by the question. The analysis will not show the depth or breadth exhibited in band three, but will develop and make some assessment of the issues raised. There may be some imbalance and answers will not develop a full discussion or a well argued analysis and evaluation of the issues. Answers which provide a well argued and clearly reasoned analysis of the role of the Magistrates' Court rather than of the role of lay magistrates will probably receive marks in this band. There will probably be some attempt to reach a conclusion, but this may not be fully integrated into the answer or it may not be based on the evidence adduced in the answer.

### **Level 1 (1 – 2 marks)**

In this band the answer will contain little or no evidence of any skills of analysis and/or evaluation. Answers are likely to make assertions about the strengths and weaknesses of lay magistrates rather than develop an analysis and evaluation of their role. Any assessment of the validity of the information offered by the candidate is likely to be implied rather than expressly developed and discussed. There is likely to be no conclusion, or a conclusion that is limited to the opinions of the candidate and independent of the material offered in the answer.

### **AO3 (Communication and Action)**

#### **Level 3 (3 – 4 marks)**

Answers in this band will be developed from an extensive range of evidence about the role of lay magistrates. This evidence will be selected and organised to show the basis of the arguments developed by the candidate. Terminology that is appropriate to a study of lay magistrates, the criminal justice system or the Magistrates' Courts from the perspective of citizenship will be used extensively, fluently and confidently. The candidate may draw on his or her own experiences in relation to citizenship participation. The response will be legible and there will be few, if any errors of spelling punctuation and grammar.

#### **Level 2 (2 marks)**

Answers in this band will select and organise a range of information on the issue of the role of lay magistrates. Appropriate arguments, based on the information will be developed. Answers will make good use of terminology appropriate to a discussion of lay magistrates, the criminal justice system or the Magistrates' Courts. The answer will demonstrate a good ability to discuss a wide range of key elements relation to the role of lay magistrates and to participation in citizenship issues generally. The response should be legible. There may be occasional lapses of spelling, punctuation and grammar.

#### **Level 1 (1 mark)**

Answers in this band will show evidence of a basic attempt to select and organise information on the issue of the role of lay magistrates. Answers will make limited use of terminology appropriate to a discussion of the issues. The answer may demonstrate an attempt to develop a discussion of basic elements relating to the role of lay magistrates and/or to citizenship issues generally. Errors of spelling, punctuation and grammar may be intrusive. The response may not be legible.

### **AO4 (Synthesis)**

#### **Level 3 (6 – 8 marks)**

Answers in this band will demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about the role of lay magistrates or to propose reasonable and viable alternatives to the use of lay magistrates.

#### **Level 2 (3 – 5 marks)**

Answers in this band will demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about the role of lay magistrates or to propose reasonable and viable alternatives to the use of lay magistrates.

#### **Level 1 (1 mark)**

Answers in this band will demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about the role of lay magistrates or to propose reasonable and viable alternatives to the use of lay magistrates.

**SECTION B****Question 4****Total for this question: (40 marks)**

- (a) Explain and comment on the steps that can be taken to increase the number of female MPs in the House of Commons. *(15 marks)*

**AO1 (Knowledge and Understanding)****Level 3 (3 – 4 marks)**

Answers in this band will demonstrate a wide ranging knowledge of the issues relating to the problem of the under representation of women in the House of Commons. Answers in this band will probably explain that in 2008 there were many more male MPs (521) than female (125) in the House of Commons and may explain that there are a number of reasons advanced for this discrepancy, eg:

- inherent prejudice against women
- the unsocial hours worked by MPs
- the need for ‘family friendly’ hours
- the need to for an MP to be based in London during the week but to be in his/her constituency at the weekends.

Note that these are given as examples of probable content, not all are necessary for full marks and all other relevant material will be credited. Answers in this band will refer to real and topical examples or illustrations of the disproportionate number of male MPs and these will relate and connect knowledge of this to an understanding of citizenship studies.

**Level 2 (2 marks)**

Answers in this band will demonstrate a good level of citizenship knowledge of the disproportionate number of male MPs and will be able to relate this to relevant concepts and theories about citizenship. Explanations will demonstrate a good understanding of the problem but will lack the depth and precision of answers in level three. Examples of these issues will be given but these may not be fully integrated into the answer.

**Level 1 (1 mark)**

Answers in this band will demonstrate only a basic level of citizenship knowledge of the issues raised in the question. In this band candidates are likely to have only a sketchy understanding of the difference between the numbers of male and female MPs and are likely to give little in the way of explanation or offer explanations that are superficial. Examples may be given, but these may not focus on citizenship aspects of the issues and they are unlikely to be integrated into the answer.

**AO2 (Analysis and Evaluation)****Level 3 (5 – 6 marks)**

Answers in this band will contain an explicit, detailed and penetrating analysis and evaluation of the issues related to the difference between the numbers of male and female MPs and the problems that these give rise to in relation to citizenship concepts studied by the candidate. Candidates may explain that most of the major parties claim to seek to have equal numbers of male and female MPs and that there are different ways in which this can be achieved, eg:

- by having all female short lists in some winnable constituencies

- by encouraging selection panels to move away from ‘safe’ male candidates
- by making the job more attractive to suitable female candidates
- by providing appropriate child care facilities.

These are given as examples only and not all need to be discussed for full marks. Credit will be given for discussion of all other relevant issues. Evaluation of issues and opinions about increasing the number of female MPs and ideas, views and arguments related to these issues will be clear, detailed and fully assessed. There will be a well reasoned conclusion based on the evidence adduced in the answer.

### **Level 2 (3 – 4 marks)**

Answers in this band will contain evidence of analysis and evaluation of the issues relating to increasing the number of female MPs or to other citizenship issues raised by the question. The analysis will not show the depth or breadth exhibited by answers in level three, but will develop and make some assessment of the issues raised. Candidates may consider only one way of increasing the number of female MPs but in that case will need to develop the discussion of the issue in more depth that would be needed for those who considered two or more methods. There will probably be some attempt to reach a conclusion, but this may not be fully integrated into the answer or it may not be based on the evidence adduced in the answer.

### **Level 1 (1 – 2 marks)**

In this band the answer will contain little or no evidence of any skills of analysis and/or evaluation. Any assessment of the validity of the information offered by the candidate is likely to be implied rather than expressly developed and discussed. In this level answers are likely to make assertions rather than initiate discussion, analysis or evaluation of the issues. There is likely to be no conclusion, or a conclusion that is limited to the opinions of the candidate and independent of the material offered in the answer.

## **AO3 (Communication and Action)**

### **Level 2 (2 marks)**

Answers in this band will select and organise a range of information on the issue of appropriate arguments, based on the information will be developed. Answers will make good use of terminology appropriate to a discussion about membership of the House of Commons. The answer will demonstrate a good ability to discuss a wide range of key elements relation to the methods of increasing the number of female MPs in the House of Commons and to participation in citizenship issues generally. The response should be legible. There may be occasional errors of spelling, punctuation and grammar.

### **Level 1 (1 mark)**

Answers in this band will show evidence of a basic attempt to select and organise information on the issue of the disproportionate number of female MPs in the House of Commons. Answers will make limited use of terminology appropriate to a discussion of these issues. The answer may demonstrate an attempt to develop a discussion of basic elements relating to ways of increasing the number of female MPs and/or to citizenship issues generally. Errors of spelling, punctuation and grammar may be intrusive. The response may not be legible.

## **AO4 (Synthesis)**

### **Level 3 (3 marks)**

Answers in this band will demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about methods of increasing the numbers of female MPs or to propose alternative views and ideas about the issues raised by the question.

**Level 2 (2 marks)**

Answers in this band will demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about methods of increasing the numbers of female MPs or to propose alternative views and ideas about the issues raised by the question.

**Level 1 (1 mark)**

Answers in this band will demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about methods of increasing the numbers of female MPs or to propose alternative views and ideas about the issues raised by the question.

- (b) Discuss the extent to which the power of prime ministers has changed in recent years.  
(25 marks)

**AO1 (Knowledge and Understanding)****Level 3 (4 – 5 marks)**

Answers in this band will demonstrate a wide ranging knowledge of changes to the power exercised by Prime Ministers in a citizenship context. They may include reference to: -

- an increasingly “presidential” style of leadership that increased considerably under Tony Blair
- the role of special advisors
- the emergence of a “kitchen cabinet” also under Tony Blair
- the change in style of cabinet meetings and the increasing dominance of the Prime Minister in the cabinet
- the shift in decision making away from committees of elected MPs to focus groups and special advisors.
- Although many of the changes have been associated with the premiership of Tony Blair a move towards a more presidential style was first noted by Richard Crossman in 1964
- All PMs have the same powers available to them but there will be a range of circumstances which influence how these powers are used.

Note that these are given as examples of probable content, not all are necessary for full marks and all other relevant material will be credited. The answer will refer to real and topical examples or illustrations and these will relate and connect knowledge of the power of the Prime Minister and way in which it has changed/is changing to an understanding of citizenship studies.

**Level 2 (2 – 3 marks)**

Answers in this band will demonstrate a good level of citizenship knowledge of the changing role of the Prime Minister and will be able to relate this to relevant concepts and theories about citizenship. Answers in this level are likely to make more reference to a change of style than to changes in substance and are likely to be more general and less precise in the examples and references that are made. Examples of the changing role of the Prime Minister will be given but these may not be fully integrated into the answer.

**Level 1 (1 mark)**

Answers in this band will demonstrate only a basic level of citizenship knowledge of the changing role of the Prime Minister. References to the changes that have evolved over recent years are likely to be vague and imprecise. Answers in this band may also focus on the powers of the Prime Minister rather than on the way in which those powers have changed. Examples

may be given, but these are also likely to be vague and may not focus on citizenship aspects of the issues and they are unlikely to be integrated into the answer.

## **AO2 (Analysis and Evaluation)**

### **Level 3 (6 – 8 marks)**

Answers in level three will contain an explicit, detailed and penetrating analysis and evaluation of the ways in which the power of the Prime Minister has changed in recent years and the issues that these give rise to in relation to citizenship concepts studied by the candidate. These are likely to include discussion, consideration and evaluation of a range of issues including:

- the effect that these changes have had on the traditional concept of cabinet government
- the problems encountered by MPs who complain of having less advantageous access to the Prime Minister than non elected special advisors
- the impact of the changes on the democratic nature of government
- changes to the role of the Prime Minister and the development of the cult of ‘personality’
- the role of the media in bringing about change.

Note that these are given only as examples. Not all need to be discussed and considered for full marks, and all other relevant and appropriate discussion and comment will be credited. Evaluation of the issues and opinions about the changing role of prime ministers and ideas, views and arguments related to these issues will be clear, detailed and fully assessed. There will be a well reasoned conclusion based on the evidence adduced in the answer.

### **Level 2 (3 – 5 marks)**

Answers in this band will contain evidence of analysis and evaluation of the issues relating to the changing role of prime ministers or to the citizenship issues raised by the question. The analysis will not show the depth or breadth exhibited in band three, but will develop and make some assessment of the issues raised. In this band candidates are likely to deal with a more limited range of issues, or perhaps only a single issue. There will probably be some attempt to reach a conclusion, but this may not be fully integrated into the answer or it may not be based on the evidence adduced in the answer.

### **Level 1 (1 – 2 marks)**

In this band the answer will contain little or no evidence of any skills of analysis and/or evaluation. In this band candidates may offer only a very basic analysis of the issues relating to the changing role of prime ministers and are likely to deal only with a single issue or to focus on the role of prime ministers rather than on the changes that the role is undergoing. Any assessment of the validity of the information offered by the candidate is likely to be implied rather than expressly developed and discussed. There is likely to be no conclusion, or a conclusion that is limited to the opinions of the candidate and independent of the material offered in the answer.

## **AO3 (Communication and Action)**

### **Level 3 (3 – 4 marks)**

Answers in this band will be developed from an extensive range of evidence about the changing role of prime ministers. This evidence will be selected and organised to show the basis of the arguments developed by the candidate. Terminology that is appropriate to a study of political issues from the perspective of citizenship will be used extensively, fluently and confidently. The candidate may draw on his or her own experiences in relation to citizenship participation. The response will be legible and there will be few, if any errors of spelling punctuation and grammar.



**Level 2 (2 marks)**

Answers in this band will select and organise a range of information on the issue of the changing role of prime ministers. Appropriate arguments, based on the information will be developed. Answers will make good use of terminology appropriate to a discussion of politics. The answer will demonstrate a good ability to discuss a wide range of key elements relation to the changing role of prime ministers and to participation in citizenship issues generally. The response should be legible. There may be occasional lapses of spelling, punctuation and grammar.

**Level 1 (1 mark)**

Answers in this band will show evidence of a basic attempt to select and organise information on the issue of the changing role of prime ministers. Answers will make limited use of terminology appropriate to a discussion of political matters. The answer may demonstrate an attempt to develop a discussion of basic elements relating to the changing role of prime ministers and/or to citizenship issues generally. Errors of spelling, punctuation and grammar may be intrusive. The response may not be legible.

**AO4 (Synthesis)****Level 3 (6 – 8 marks)**

Answers in this band will demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about how the role of the prime minister has changed or to advance alternative ideas about how the role might continue to change or should change.

**Level 2 (2 marks)**

Answers in this band will demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about how the role of the prime minister has changed or to advance alternative ideas about how the role might continue to change or should change.

**Level 1 (1 mark)**

Answers in this band will demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about how the role of the prime minister has changed or to advance alternative ideas about how the role might continue to change or should change.

**Question 5****Total for this question: (40 marks)**(a) Examine the case for **and** against the use of referendums in the UK. (15 marks)**AO1 (Knowledge and Understanding)****Level 3 (3 – 4 marks)**

Answers in this band will demonstrate a wide ranging knowledge of the use of referendums in a citizenship context. Answers in band three will probably include:

- a definition of ‘referendum’
- an explanation of the part played in UK politics by referendums
- the limitations on referendums – eg the ‘yes/no’ response that they tend to elicit
- the requirement for referenda in particular cases
- the limited use made of notional referendums – only eight in the UK between 1973 and 2000 with only one on a national issue
- the provisions for local referendums.

Note that these are given as examples of probable content. Not all are necessary for full marks and all other relevant material will be credited. The answer will refer to real and topical examples or illustrations of the use made of referendums (eg on whether or not to join the EU) and these will relate and connect knowledge of referendums and their use to an understanding of citizenship studies.

**Level 2 (2 marks)**

Answers in this band will demonstrate a good level of citizenship knowledge of referenda and will be able to relate this to relevant concepts and theories about citizenship. Answers in this band will provide a narrower range of examples of referenda than answers in band three will have done and are unlikely to distinguish between the use made of referenda in local and national issues. Examples of the use made of referenda will be given but these may not be fully integrated into the answer.

**Level 1 (1 mark)**

Answers in this band will demonstrate only a basic level of citizenship knowledge of referenda. Definitions are likely to be very basic and to focus on the fact of asking a specific question rather than considering the range of issues that can be trigger the use of a referendum. Examples may be given, but these may not focus on citizenship aspects of the issues and they are unlikely to be integrated into the answer.

**AO2 (Analysis and Evaluation)****Level 3 (5 – 6 marks)**

Answers in this band will contain an explicit, detailed and penetrating analysis and evaluation of the matters related to the use of referenda and the issues that these give rise to in relation to citizenship concepts studied by the candidate. Candidates may advance arguments in favour of the use of referenda such as:

- they are a form direct democracy
- they increase political participation
- they can be a check on the power of a party with a large majority

- the can provide a clear answer to a question that the government might pose the electorate
- they can provide a mandate on a specific topic.

Arguments against the use of referenda might include:

- they are inconsistent with the concept of parliamentary sovereignty
- the issues involved may be too complex for a simple 'yes' or 'no' answer.
- if used regularly they could lead to apathy among the public
- a very narrow majority might lead to division in a community.

Note that all of these are given only as examples. Not all are needed for full marks and all other relevant and appropriate discussion will be credited. Evaluation of the arguments for and against the use of referenda and the issues, opinions, ideas and views related to these arguments will be clear, detailed and fully assessed. Answers in this band will be well balanced. There will be a well reasoned conclusion based on the evidence adduced in the answer.

### **Level 2 (3 – 4 marks)**

Answers in this band will contain evidence of analysis and evaluation of the issues relating to the use of referenda or to the citizenship issues raised by the question. At this level answers are likely to focus on a narrow range of issues but are likely to deal with more than one advantage and one disadvantage, although an unbalanced answer that deals well with one aspect of the issue may achieve marks in this band. The analysis will not show the depth or breadth exhibited in band three, but will develop and make some assessment of the issues raised. There will probably be some attempt to reach a conclusion, but this may not be fully integrated into the answer or it may not be based on the evidence adduced in the answer.

### **Level 1 (1 – 2 marks)**

In this band the answer will contain little or no evidence of any skills of analysis and/or evaluation. Answers are likely to be superficial and may deal with only one aspect of the argument. Any assessment of the validity of the information offered by the candidate is likely to be implied rather than expressly developed and discussed. There is likely to be no conclusion, or a conclusion that is limited to the opinions of the candidate and independent of the material offered in the answer.

## **AO3 (Communication and Action)**

### **Level 2 (2 marks)**

Answers in this band will select and organise a range of information on the issue of the use made of referenda. Appropriate arguments, based on the information will be developed. Answers will make good use of terminology appropriate to a discussion of referenda and political matters generally. The answer will demonstrate a good ability to discuss a wide range of key elements relation to the use made of referenda and to participation in citizenship issues generally. The response should be legible. There may be occasional errors of spelling, punctuation and grammar.

### **Level 1 (1 mark)**

Answers in this band will show evidence of a basic attempt to select and organise information on the issue of the use made of referenda. Answers will make limited use of terminology appropriate to a discussion of political matter generally and referenda in particular. The answer may demonstrate an attempt to develop a discussion of the basic issues relating to the use of referenda and/or to citizenship issues generally. Errors of spelling, punctuation and grammar may be intrusive. The response may not be legible.

### **AO4 (Synthesis)**

#### **Level 3 (3 marks)**

Answers in this band will demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about the advantages and disadvantages of referenda or to propose alternative solutions to the issue of referenda.

#### **Level 2 (2 marks)**

Answers in this band will demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about the advantages and disadvantages of referenda or to propose alternative solutions to the issue of referenda.

#### **Level 1 (1 mark)**

Answers in this band will demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about the advantages and disadvantages of referenda or to propose alternative solutions to the issue of referenda.

(b) To what extent is the UK, in the 21<sup>st</sup> century, part of a global village? (25 marks)

### **AO1 (Knowledge and Understanding)**

#### **Level 3 (4 – 5 marks)**

Answers in this band will demonstrate a wide ranging knowledge of the concept of the ‘global village’ in a citizenship context. They may include reference to:

- the origins of the expression ‘global village’ as a metaphor for the internet with its instant communication across the world leading to the view that local events have a global dimension
- UK participation in multi-national institutions and organisations such as the EU, NATO or the UN
- the global effects of natural events such as global warming
- the global nature of many business and organisations
- the global dimensions of finance and economics.

Note that these are given as examples of probable content. Not all are necessary for full marks and all other relevant material will be credited. The answer will refer to real and topical examples or illustrations and these will explain and develop these so as to relate and connect knowledge of the impact of global issues on UK political decision making to an understanding of citizenship studies.

#### **Level 2 (2 – 3 marks)**

Answers in this band will demonstrate a good level of citizenship knowledge of the impact of globalisation on decision making by the UK government and will be able to relate this to relevant concepts and theories about citizenship. Answers in level two will explain these issues in less depth and breadth than answers in level three and may focus on one or two issues. Answers which deal only with one issue cannot score more marks than those available at the bottom of this band. Examples of the impact of globalisation will be given but these may not be fully integrated into the answer.

**Level 1 (1 mark)**

Answers in this band will demonstrate only a basic level of citizenship knowledge of the impact of globalisation on decision making by the UK government. Explanations will lack clarity and/or depth and are likely to be simplistic in nature. Examples may be given, but these may not focus on citizenship aspects of the issues and they are unlikely to be integrated into the answer.

**AO2 (Analysis and Evaluation)****Level 3 (6 – 8 marks)**

Answers in this band will contain an explicit, detailed and penetrating analysis and evaluation of the impact of globalisation on the UK and the issues that these give rise to in relation to citizenship concepts studied by the candidate. Candidates may, for example,

- develop a discussion about the significance of UK participation in multinational institutions, and the effect such participation has on the UK
- comment on the impact of global events on the UK
- comment on the effect that events in the UK have on other countries and the impact that this may have on decision making by the UK government.

Note that these are given only as examples. Not all of these need to be discussed to achieve full marks. All other relevant and appropriate discussion and comment will be credited. The evaluation of issues and opinions about the impact of globalisation and global events on the UK and on decision making by the UK government and ideas, views and arguments related to these issues are clear, detailed and fully assessed. There will be a well reasoned conclusion based on the evidence adduced in the answer.

**Level 2 (3 – 5 marks)**

Answers in this band will contain evidence of analysis and evaluation of the issues relating to the impact of globalisation or to other citizenship issues raised by the question. The analysis will not show the depth or breadth exhibited in band three, but will develop and make some assessment of the issues raised. The answer may lack balance or focus only on a limited range of issues. There will probably be some attempt to reach a conclusion, but this may not be fully integrated into the answer or it may not be based on the evidence adduced in the answer.

**Level 1 (1 – 2 marks)**

In this band the answer will contain little or no evidence of any skills of analysis and/or evaluation. The analysis and evaluation undertaken by the candidate in the range will be basic and will not develop any issues in depth. Any assessment of the validity of the information offered by the candidate is likely to be implied rather than expressly developed and discussed. There is likely to be no conclusion, or a conclusion that is limited to the opinions of the candidate and independent of the material offered in the answer.

**AO3 (Communication and Action)****Level 3 (3 – 4 marks)**

Answers in this band will be developed from an extensive range of evidence about the impact of globalisation on the UK and on decision making by the UK government. This evidence will be selected and organised to show the basis of the arguments developed by the candidate. Terminology that is appropriate to a study of globalisation from the perspective of citizenship will be used extensively, fluently and confidently. The candidate may draw on his or her own experiences in relation to citizenship participation. The response will be legible and there will be few, if any errors of spelling punctuation and grammar.

**Level 2 (2 marks)**

Answers in this band will select and organise a range of information on the issue of the impact of globalisation on decision making by the UK government. Appropriate arguments, based on the information will be developed. Answers will make good use of terminology appropriate to a discussion of globalisation. The answer will demonstrate a good ability to discuss a wide range of key elements relation to globalisation and to participation in citizenship issues generally. The response should be legible. There may be occasional lapses of spelling, punctuation and grammar.

**Level 1 (1 mark)**

Answers in this band will show evidence of a basic attempt to select and organise information on the issue of the impact of globalisation on decision making by the UK government. Answers will make limited use of terminology appropriate to a discussion of globalisation. The answer may demonstrate an attempt to develop a discussion of basic elements relating to and/or to citizenship issues generally. Errors of spelling, punctuation and grammar may be intrusive. The response may not be legible.

**AO4 (Synthesis)**

**Level 3 (6 – 8 marks)**

Answers in this band will demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about globalisation or to investigate and/or discuss alternative views about the impact of globalisation on the UK or the impact of decisions and events in the UK on the global community.

**Level 2 (3 – 5 marks)**

Answers in this band will demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about globalisation or to investigate and/or discuss alternative views about the impact of globalisation on the UK or the impact of decisions and events in the UK on the global community.

**Level 1 (1 – 2 marks)**

Answers in this band will demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about globalisation or to investigate and/or discuss alternative views about the impact of globalisation on the UK or the impact of decisions and events in the UK on the global community.

**Question 6****Total for this question: (40 marks)**

- (a) Consider some of the powers available to Parliament to control the actions of the government. *(15 marks)*

**AO1 (Knowledge and Understanding)****Level 3 (3 – 4 marks)**

Answers in this band will demonstrate a wide ranging knowledge of how Parliament can try to control the actions of the government in a citizenship context. They will probably include: -

- the role of the opposition parties
- the role of back bench MPs of all parties
- the function of select and General/Public Bill Committees (previously known as standing committees). Note the inbuilt government majority on such committees.

Note that these are given as examples of probable content and that not all are necessary for full marks. All other relevant material will be credited. The answer will give a range of real and topical examples or illustrations to support these and any other suggestions that are advanced and these will relate and connect the candidate's knowledge of how the power of government is controlled to an understanding of citizenship studies.

**Level 2 (2 marks)**

Answers in this band will demonstrate a good level of citizenship knowledge of how Parliament may try to control the actions of the government and will be able to relate this to relevant concepts and theories about citizenship. Answers at this level will probably either identify most of the ways in which Parliament can control the government but will not develop or explain them in any real depth or will identify only one method of control, but will develop and explain that to a satisfactory extent. Examples will be given but these may not be fully integrated into the answer.

**Level 1 (1 mark)**

Answers in this band will demonstrate only a basic level of citizenship knowledge of how Parliament can try to control the actions of the government. Explanations are likely to be superficial or incorrect. Examples may be given, but these may not focus on citizenship aspects of the issues and they may not be integrated into the answer.

**AO2 (Analysis and Evaluation)****Level 3 (5 – 6 marks)**

Answers in this band will contain an explicit, detailed and penetrating analysis and evaluation of the ways in which Parliament can try to control the actions of the government and the issues that these give rise to in relation to citizenship concepts studied by the candidate. Candidates are likely to discuss: -

- the limitations of the role of the opposition, especially as ideological differences between them become less obvious
- the unwillingness of government backbench MPs to break ranks and speak out against their own party
- the strength of the government whips
- the role of the committee system and the inbuilt government majority in all committees.

Answers will analyse these issues. Evaluation of these issues and opinions about how Parliament can control the government and ideas, views and arguments related to these issues will be clear, detailed and fully assessed. There will be a well reasoned conclusion based on the evidence adduced in the answer.

**Level 2 (3 – 4 marks)**

Answers in this band will contain evidence of analysis and evaluation of the issues relating to the control of the government by Parliament or to the citizenship issues raised by the question. The analysis will not show the depth or breadth exhibited in answers in level three, but will develop and make some assessment of the issues raised. The assessment may be unbalanced and may not review all the issues that could be raised. There will probably be some attempt to reach a conclusion, but this may not be fully integrated into the answer or it may not be based on the evidence adduced in the answer.

**Level 1 (1 – 2 marks)**

In this band the answer will contain little or no evidence of any skills of analysis and/or evaluation. Any assessment of the validity of the information offered by the candidate is likely to be implied rather than expressly developed and discussed. There is likely to be no conclusion, or a conclusion that is limited to the opinions of the candidate and independent of the material offered in the answer.

**AO3 (Communication and Action)**

**Level 2 (2 marks)**

Answers in this band will select and organise a range of information about how Parliament can try to control the actions of the government. Appropriate arguments, based on the information will be developed. Answers will make good use of terminology appropriate to a discussion of the role of Parliament. The answer will demonstrate a good ability to discuss a wide range of key elements relation to how Parliament can try to control the government and to participation in citizenship issues generally. The response should be legible. There may be occasional errors of spelling, punctuation and grammar.

**Level 1 (1 mark)**

Answers in this band will show evidence of a basic attempt to select and organise information on the issue of how Parliament can control the actions of the government.. Answers will make limited use of terminology appropriate to a discussion of the role of Parliament. The answer may demonstrate an attempt to develop a discussion of basic elements relating to the role of Parliament in controlling the actions of the government and/or to citizenship issues generally. Errors of spelling, punctuation and grammar may be intrusive. The response may not be legible.

**AO4 (Synthesis)**

**Level 3 (3 marks)**

Answers in this band will demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about how Parliament can control the government or to consider appropriate alternative ideas about the issue.

**Level 2 (2 marks)**

Answers in this band will demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about how Parliament can control the government or to consider appropriate alternative ideas about the issue.



**Level 1 (1 mark)**

Answers in this band will demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about how Parliament can control the government or to consider appropriate alternative ideas about the issue.

- (b) 'In a democracy the electoral system should ensure that the government has received the majority of the votes cast at a general election.'  
Assess this view with reference to the UK. (25 marks)

**AO1 (Knowledge and Understanding)****Level 3 (4 – 5 marks)**

Answers in this band will demonstrate a wide ranging knowledge of the voting system usually referred to as 'first past the post' (FPTP) but more correctly called the simple plurality system in a citizenship context. Answers will probably explain what is meant by 'democracy' and then examine the electoral system to assess if the statement is true or untrue and may include:

- an explanation that the usual concept of democracy is of government by the people for the people, and the essence of that is that the will of the majority should prevail.
- explain the FPTP system (how each elector votes for one candidate and the candidate with the greatest number of votes cast in his or her favour wins).
- this may mean that the total votes cast for the losing candidate's party may total more than the votes cast for the winning party
- this in turn means that more people may have voted against the winner than for the winner
- this means that although a party may win more seats than the other parties it does not always mean that that party has polled the greatest number of votes
- in 1997 the Labour Party gained 43% of the total votes cast but won almost 64% of the totals seats. In 2001 the Labour Party again polled 43% of the votes cast, but won 431 seats out of 659
- It is not a new phenomenon, in 1951 and again in February 1974 the party that won the general election in each of those years (Conservative in 1951 and Labour in 1974) had fewer votes cast for it than the party with the second most seats.

Note that these are given as examples of probable content. Not all are necessary for full marks. This is a wide ranging question that may be approached in a number of ways and it is neither possible nor desirable to be prescriptive as to content. All relevant and appropriate material will be credited. Candidates may explain how a system of proportional representation (PR) would produce a result that more closely matched the voting trends, but this is not necessary for full marks. Candidates may provide illustrations of the ways in which votes could be cast under the FPTP system to produce an outcome where the winning candidate gained only a minority of the votes cast. Answers in this level will refer to real and topical examples or illustrations and these will relate and connect knowledge of FPTP to an understanding of citizenship studies.

**Level 2 (2 – 3 marks)**

Answers in this band will demonstrate a good level of citizenship knowledge about the relevant voting systems and will be able to relate this to relevant concepts and theories about citizenship. Explanations of the FPTP system will be given, but may not be clear or precise. It is likely that answers in this band will explain the FPTP system in very general terms and are unlikely to explain carefully how FPTP enables a party to take office even though the majority of

the votes cast were cast against it. Examples of the FPTP will be given but these may not be fully integrated into the answer.

**Level 1 (1 mark)**

Answers in this band will demonstrate only a basic level of citizenship knowledge of FPTP and the issues that it generates. Explanations of how FPTP works are likely to be sketchy and confused. Examples may be given, but these may not focus on citizenship aspects of the issues and they are unlikely to be integrated into the answer.

**AO2 (Analysis and Evaluation)**

**Level 3 (6 – 8 marks)**

Answers in level three will contain an explicit, detailed and penetrating analysis and evaluation of the issues related to FPTP in relation to citizenship concepts studied by the candidate. Answers in this band may explain how other voting systems have the potential to produce a fairer outcome. Answers are likely to discuss the justification for the present system and the advantages that are claimed for it and for the various forms of proportional representation (PR). Candidates may discuss:

- whether or not it can be considered democratic for the winning party in a general election to win less than 50% of the votes cast
- the stability that the present system provides and the democratic advantages of such stability, eg strong majority government.
- the practical advantages of the present system eg simplicity, ease of counting votes,
- the changes that would be inevitable if the system was changed to PR, eg growth of fringe parties, the difficulty of achieving a majority for one party, the fact that PR is already used in EU elections, Scottish Parliament, Welsh Assembly, Northern Ireland Assembly, Scottish and Irish local elections, and in elections for the Mayor of London. Successful candidates must poll more than 50% of the votes cast.

All these points should be supported with the use of contemporary examples. These are given only as examples and are not all necessary for full marks. All relevant and appropriate discussion and comment will be credited.

Answers in this band will provide a detailed analysis and evaluation of the arguments that support the present system or that maintain that the present system is sufficiently democratic to justify its retention and those that suggest that the present system is fundamentally undemocratic and need revision. Ideas, views and arguments related to these issues will be clear, detailed and fully assessed. There will be a well reasoned conclusion based on the evidence adduced in the answer.

**Level 2 (3 – 5 marks)**

Answers in this band will contain evidence of analysis and evaluation of the issues relating to the voting systems and outcomes referred to in the question, or to the citizenship issues raised by the question. The analysis will not show the depth or breadth exhibited in band three, but will develop and make some assessment of the issues raised. Answers in this band may be unbalanced and deal only with justification of the present system or with criticism of it. Answers in this band that are balanced will lack focus and deal with the issues from a less informed and more general standpoint. It is probable that examples will be less focused and less illuminating. There will probably be some attempt to reach a conclusion, but this may not be fully integrated into the answer or it may not be based on the evidence adduced in the answer.

**Level 1 (1 – 2 marks)**

In this band the answer will contain little or no evidence of any skills of analysis and/or evaluation. Any assessment of the validity of the information offered by the candidate is likely to

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be implied rather than expressly developed and discussed. Answers are likely to be very unbalanced or to deal with issues in a very superficial way. It is likely that no examples will be given or that examples will not be integrated into the answer. There is likely to be no conclusion, or a conclusion that is limited to the opinions of the candidate and independent of the material offered in the answer.

### **AO3 (Communication and Action)**

#### **Level 3 (3 – 4 marks)**

Answers in this band will be developed from an extensive range of evidence about voting systems, elections and democracy. This evidence will be selected and organised to show the basis of the arguments developed by the candidate. Terminology that is appropriate to a study of elections and voting systems from the perspective of citizenship will be used extensively, fluently and confidently. The candidate may draw on his or her own experiences in relation to citizenship participation. The response will be legible and there will be few, if any errors of spelling punctuation and grammar.

#### **Level 2 (2 marks)**

Answers in this band will select and organise a range of information on the issues. Appropriate arguments, based on the information will be developed. Answers will make good use of terminology appropriate to a discussion of elections and voting systems. The answer will demonstrate a good ability to discuss a wide range of key elements relation to the issues and to participation in citizenship issues generally. The response should be legible. There may be occasional lapses of spelling, punctuation and grammar.

#### **Level 1 (1 mark)**

Answers in this band will show evidence of a basic attempt to select and organise information on the issue of elections, voting systems and democracy. Answers will make limited use of terminology appropriate to a discussion of these issues. The answer may demonstrate an attempt to develop a discussion of basic elements relating to these issues and/or to citizenship issues generally. Errors of spelling, punctuation and grammar may be intrusive. The response may not be legible.

### **AO4 (Synthesis)**

#### **Level 3 (6 – 8 marks)**

Answers in this band will demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about elections, voting systems and democracy.

#### **Level 2 (3 – 5 marks)**

Answers in this band will demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about elections, voting systems and democracy.

#### **Level 1 (1 – 2 marks)**

Answers in this band will demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument about elections, voting systems and democracy.

**ASSESSMENT OBJECTIVE GRID**

<b>A2 Assessment Objective</b>	<b>Section A</b>		<b>Section B</b>		<b>Total Marks by Assessment Objective</b>
	<b>Marks allocated by Assessment Objective Part (a) Question</b>	<b>Marks allocated by Assessment Objective Part (b) question</b>	<b>Marks allocated by Assessment Objective Part (a) Question</b>	<b>Marks allocated by Assessment Objective Part (b) question</b>	
<b>A01</b>	4	5	4	5	18
<b>A02</b>	6	8	6	8	28
<b>A03</b>	2	4	2	4	12
<b>A04</b>	3	8	3	8	22
<b>Total</b>	<b>15</b>	<b>25</b>	<b>15</b>	<b>25</b>	<b>80</b>