



**General Certificate of Education
January 2011**

Citizenship Studies

CIST2

**Democracy, Active Citizenship and
Participation**

Unit 2

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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GCE CITIZENSHIP STUDIES Unit 2
GENERIC MARK SCHEME for Question

0	1
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Level	Assessment Objective AO1 Knowledge and Understanding
Level 3	<p>(4–5 marks) Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples are used to relate knowledge and understanding to citizenship issues.</p>
Level 2	<p>(2–3 marks) Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.</p>
Level 1	<p>(1 mark) Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories. Candidates may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present</p>
	<p>(0 marks) No relevant response.</p>

GENERIC MARK SCHEME for Question

0	2
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Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action
3	<p>(3–4 marks) Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples are used to relate knowledge and understanding to citizenship issues.</p>	<p>(3 marks) 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.</p>	<p>(3 marks) A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the candidate's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.</p>
2	<p>(2 marks) Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.</p>	<p>(2 marks) The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p>(2 marks) 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 an ability to discuss a wide range of key elements relating to citizenship participation. There may be occasional errors of spelling, punctuation and grammar.</p>

Question **0 2** continued

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action
1	<p>(1 mark) Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories. Candidates may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.</p>	<p>(1 mark) The response contains little evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p>(1 mark) There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate the response indicates only a limited 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>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>

GENERIC MARK SCHEME for Questions 0 3 **and** 0 4

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action
3	<p>(5–6 marks) Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples are used to relate knowledge and understanding to citizenship issues.</p>	<p>(4–5 marks) 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.</p>	<p>(3–4 marks) A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate the response recognises and draws upon the candidate's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.</p>
2	<p>(3–4 marks) Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.</p>	<p>(2–3 marks) The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p>(2 marks) 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 an ability to discuss a wide range of key elements relating to citizenship participation. There may be occasional errors of spelling, punctuation and grammar.</p>
1	<p>(1–2 marks) Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories. Candidates may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.</p>	<p>(1 mark) The response contains little evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p>(1 mark) There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive.</p>
	<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>

GENERIC MARK SCHEME for Question

0	5
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Level	AO3 Communication and Action
3	<p>(4-5 marks) A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate the response recognises and draws 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>
2	<p>(2-3 marks) 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 an 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>
1	<p>(1 mark) There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate the response indicates only a limited 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>0 marks No relevant response.</p>

GENERIC MARK SCHEME for Questions 0 6 and 0 7

Level	AO2 Analysis and Evaluation	AO3 Communication and Action
3	<p>(3 marks) 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.</p>	<p>(9–12 marks) A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate the response recognises and draws 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>
2	<p>(2 marks) The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p>(5–8 marks) 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 an 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>
1	<p>(1 mark) The response contains little evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p>(1–4 marks) There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate the response indicates only a limited 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>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>

GENERIC MARK SCHEME for Question

0	8
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Level	AO3 Communication and Action
3	<p>(17–25 marks)</p> <p>A range of relevant evidence is selected and organised which forms the basis of the arguments being presented.</p> <p>Arguments are clear and logical and the response uses appropriate citizenship terminology.</p> <p>Where appropriate the response recognises and draws upon the candidate's own experiences in relation to citizenship participation.</p> <p>The response should be legible with few, if any, errors of spelling, punctuation and grammar.</p>
2	<p>(9–16 marks)</p> <p>A range of information is selected and organised, from which arguments are developed.</p> <p>The response makes good use of appropriate citizenship terminology.</p> <p>Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation.</p> <p>The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</p>
1	<p>(1–8 marks)</p> <p>There is little or no attempt to select and organise information and construct arguments.</p> <p>The response makes limited use of appropriate citizenship terminology.</p> <p>Where appropriate the response indicates only a limited ability to discuss basic elements of citizenship participation.</p> <p>Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p>
	<p>0 marks</p> <p>No relevant response.</p>

The following indicative content is to be used in conjunction with the generic mark bands. In addition to the indicative content detailed here, all relevant responses will be given credit.

Section A – Making a Difference

0 1 Briefly outline, using examples, what is meant by the terms *power* and *authority*.
(5 marks)

AO1

- Level 3 (4-5 marks) The account outlines a clear account of both terms. Both will be explained within a citizenship context. Power may be linked to political power, the power of the press or economic power, eg of the supermarkets. In the context of the question, the term *power* relates to the ability to affect the behaviour of others and the decision making process. The response may also validly discuss a broader context, that of making others carry out your wishes, or power associated with making change happen. The term *authority* relates to the ability to bring about change via a legitimate use of power granted, for example, by electoral mandate, eg the authority of courts to enforce laws passed by parliament. The response may also include a broader understanding of the terms ie authority based upon, for example, traditional or charismatic authority. The terms will be outlined and supported by examples.
- Level 2 (2-3 marks) A partial account covering both terms. The understanding of one term may be more developed than that for the other.
- Level 1 (1 mark) A limited account that outlines an understanding of one of the terms.

0 2 Examine the claim that recent governments in the UK have not had a mandate to govern.
(10 marks)

AO1

- Level 3 (3-4 marks) The account will outline what is understood by the term mandate, ie a government that results from winning most of the seats at a general election and carries out the policies in its manifesto. Some people claim that the term mandate should relate to the will of the electorate expressed as a percentage of the votes cast, and that a government should obtain 50% of the popular vote in order to claim a mandate. No government since 1935 has been formed on the basis of having received over 50% or more of the popular vote and on that occasion the government stood as a coalition. The 2010 coalition government was formed after the election, and the combined vote received by the Conservative and Liberal Democrats was over 50%. However, neither party in the coalition polled more than 50% of the votes. The coalition parties opposed each other at the general election, and in government broke some of the promises in their respective manifestos.
- Level 2 (2 marks) A partial account that shows understanding of the term mandate. Limited development of the term via examples. Limited attempt to outline differing views regarding the concept of the term mandate.

Level 1	(1 mark)	Limited understanding of the term mandate. Basic knowledge and examples used to support the points being made.
AO2		
Level 3	(3 marks)	The account clearly indicates an understanding of the concept of a political mandate. The account may draw upon a range of past election results to support the points being made. The response is able to challenge the conventional understanding of the term mandate and is able to discuss ideas relating to the concept of a liberal democracy and the electoral process. There may be some discussion of the current general election voting system and the differing systems used in regard to other elections in the UK.
Level 2	(2 marks)	The account will indicate some understanding of the term mandate. A limited number of examples will be used to develop points within the response. Limited analysis of the concept of mandate and democracy. Some attempt to present evidence for and against the contention of the question.
Level 1	(1 mark)	The response indicates limited understanding of the key concepts and contains only a few developed examples. Some understanding shown of how governments are formed in the UK.
AO3		
Level 3	(3 marks)	The response may relate to activities that the candidate has undertaken during the course. The account will make good use of the citizenship language associated with the topic. The points made follow a logical progression from the evidence put forward and show a good understanding of political processes.
Level 2	(2 marks)	Responses will contain some citizenship terminology which is applied correctly. Some reference to activities connected with elections.
Level 1	(1 mark)	The response will contain a limited number of citizenship terms. A narrow range of evidence relating to politics/governments/elections will be used to make a limited number of points.

EITHER

0 3 Assess the claim that the media do **not** influence the political attitudes of citizens. *(15 marks)*

AO1		
Level 3	(5-6 marks)	The response gives a clear account of the nature of the media in contemporary society. A range of media formats should be mentioned in the response. The term influence will be outlined through a number of case studies relating to citizenship issues. The response may outline influences, other than the media, that help form political attitudes.
Level 2	(3-4 marks)	The response will mention several media formats. A limited number of case studies will be used to develop the points being made. The account will mention some other ways in which political attitudes are formed.

Level 1 (1-2 marks) Limited response relating to the term ‘the media’ which may be discussed generically or with an emphasis on one particular media format. Some attempt to relate the evidence to the views being put forward.

AO2

Level 3 (4-5 marks) The response should come to a clear conclusion based upon the evidence presented. The response can accept or refute the basis of the question or present a balanced response. The response will provide a range of evidence to support the point of view being put forward. The response will indicate a clear understanding of the nature of political attitudes and how they are formed.

Level 2 (2-3 marks) The response will apply a range of evidence to support the points being made. There will be some attempt to develop a convincing argument. The response will indicate some understanding relating to the formation of political attitudes. A limited number of conclusions will be drawn from the evidence.

Level 1 (1 mark) Limited attempt to draw together the evidence into a convincing argument. Limited understanding of the nature of the development of political attitudes. Little or no attempt to draw a conclusion.

AO3

Level 3 (3-4 marks) The account makes good use of the citizenship language associated with the topic. The points made follow a logical progression from the evidence put forward. The response may also involve citizenship experiences that relate to the candidate and their understanding of the work of the media.

Level 2 (2 marks) The account will contain some citizenship terminology which is applied correctly. Some reference to the citizen and media influence and the formation of political attitudes.

Level 1 (1 mark) The account will contain a limited number of citizenship terms which may not be fully developed to demonstrate clear understanding. The response will outline, in general terms, the way the media may inform attitudes. The account may lack a clear and reasoned structure.

OR**0 | 4**

Critically assess the extent to which the UK political system allows for citizens’ participation in the democratic process. *(15 marks)*

AO1

Level 3 (5-6 marks) The account will discuss a range of ways in which the UK political system allows for citizens’ participation. The account will indicate, by the use of a range of exemplars, differing forms of participation, voting, freedom of speech, freedom of assembly, the right to protest, standing for election, etc. The account will clearly indicate the nature of any restraints upon political participation.

Level 2 (3-4 marks) The account will outline, using examples, the nature of political participation in the UK. Some reference via the use of examples to the concept of democratic participation. Some attempt to discuss constraints upon democratic participation.

Level 1	(1-2 marks)	Limited response indicating some understanding of the nature of political participation in the UK. Limited use of examples to support the points being made.
AO2		
Level 3	(4-5 marks)	The response will clearly understand the concept of democratic participation. Whilst clearly outlining the means by which citizens can participate, the account may challenge some traditional views held about opportunities for participation in democratic political systems. The response will use contemporary case studies to support the points being made. Clear conclusions are drawn and are based upon the range of differing evidence provided.
Level 2	(2-3 marks)	The response will indicate an understanding of the concept of political participation. This understanding may be linked to several examples relating to elements of the democratic process. Some attempt to critically assess the concept via the use of contemporary case studies. Clear attempt to draw conclusions based upon the evidence presented.
Level 1	(1 mark)	The response will indicate some understanding of the concept of democratic participation. The response may contain several examples of elements of the current political/democratic process. Limited attempt to draw clear conclusions related to the evidence presented.
AO3		
Level 3	(3-4 marks)	The account makes good use of the citizenship language associated with the topic. The points made follow a logical progression from the evidence put forward. The response may also relate to active citizenship experiences that have involved the candidate during their course.
Level 2	(2 marks)	The account will contain some citizenship terminology which is applied correctly. There may be some reference to the candidate's own experiences.
Level 1	(1 mark)	The account will contain a limited number of citizenship terms which may not be developed to indicate full understanding. The response may draw upon the candidate's experiences during the course.

Section B

0 5 Briefly outline the ways in which an active citizenship task that you have undertaken developed an area of your citizenship knowledge. *(5 marks)*

AO3

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| Level 3 | (4-5 marks) | The response will clearly identify an active citizenship task undertaken by the candidate. The knowledge base required for the task will be clearly identified. The response will clearly indicate and explain the ways in which the candidate was able to research the knowledge area. The account makes good use of citizenship terms and language. |
| Level 2 | (2-3 marks) | An account that clearly identifies an active citizenship task which involved the candidate researching an area of knowledge. The response will identify some ways in which the knowledge was acquired. There is some attempt to incorporate citizenship terminology. |
| Level 1 | (1 mark) | A general account about an active citizenship task. Some attempt to indicate how a knowledge base was acquired. Limited use of correct citizenship language. |

0 6 Referring to your own active citizenship work, assess how successful you were in bringing about change. *(15 marks)*

AO2

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| Level 3 | (3 marks) | The points made must clearly link to the idea of bringing about change. The response should cover a range of points and clearly state how change was brought about. The response may relate to a range of tasks that the candidate has undertaken and may make a clear case for the choice of the active citizenship work in that it involved bringing about change. |
| Level 2 | (2 marks) | The account makes clear reference to active citizenship work undertaken by the candidate. Clear references will be made to the outcomes of the work. The account will not always establish clear linkage between the task and the concept of change. A range of activities may be outlined. |
| Level 1 | (1 mark) | The account will outline citizenship work in which the candidate has been involved. There will be some attempt to outline the intended outcomes of the work but the points made may not be clearly linked to the work outlined. |

AO3

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|---------|--------------|--|
| Level 3 | (9-12 marks) | The response will clearly relate to active citizenship work with which the candidate has been involved. The account will explain the nature of the active citizenship work, including a clear statement regarding the aims, especially in regard to bringing about a change. The account will relate to the involvement of the candidate in achieving or not achieving the aims of the task in regard to 'change'. The response will incorporate a wide range of citizenship terms and the account will make good use of citizenship language. The account will clearly demonstrate why the task was, or was not, considered successful. |
|---------|--------------|--|

Level 2	(5-8 marks)	The account will outline one task in depth or a range of tasks undertaken by the candidate in regard to making a change. There will be some attempt to outline the nature of the aims of this work. Several examples will be included about claimed success or reasons for its lack of success. There may be some use of correct citizenship terminology.
Level 1	(1-4 marks)	Limited account of citizenship work involving the candidate. Limited attempt to outline the nature of the work and its aims in regard to change. The response will outline the outcomes of the tasks with a limited reference to success, regarding making a difference. Limited use of correct citizenship terminology.

0 7 From your knowledge of active citizenship, why are some pressure group campaigns more successful than others in achieving their aims? (15 marks)

AO2

Level 3	(3 marks)	The response will make a wide range of points regarding why some pressure groups are more successful than others. The response may evaluate some of the following points: nature of the issue, membership size and base, financial support, media profile, status of the group. Each of the points made and developed will have an evaluative element using comparative examples or case studies.
Level 2	(2 marks)	The response will cover several areas regarding why it is claimed some pressure groups are more successful than others. The points being made will be referenced against case studies or other forms of evidence.
Level 1	(1 mark)	Limited account containing a few points regarding why it is claimed some pressure groups are more successful than others. Limited attempt to support the points being made by reference to case studies or other forms of evidence.

AO3

Level 3	(9-12 marks)	The account will make good use of citizenship language and terminology in relation to the question. The account may relate to work undertaken or studied by the candidate as a part of an active citizenship activity. The evidence produced may refer to local, national or international pressure groups. The account should include a commentary on the work of several groups. The account should clearly indicate an understanding of the aims and the ways in which the groups are trying to make a difference and their degree of success. The case studies included should be relevant to the points being made and be of a contemporary nature.
Level 2	(5-8 marks)	The account will make correct use of a range of citizenship terms. The account will make reference to a range of pressure groups. There will be some attempt to outline the aims of the groups mentioned. A range of evidence will be presented. Limited attempt to structure the evidence presented and the points made may be more discursive than analytical.

Level 1 (1-4 marks) Limited use of correct citizenship terminology. A limited range of evidence will be presented about the work of differing pressure groups. Limited attempt to marshal the evidence into a clear case relating to how success is accessed.

0 8 Assess why many citizens do not participate in active citizenship campaigns. (25 marks)

AO3

Level 3 (17-25 marks) The response will contain a high level of citizenship language and terminology. The response will make reference to a wide range of evidence to support the points being made. The case studies used in the response should be contemporary in nature. A case can be made for or against the proposition of the question. Within this level the response may contain points both for and against the proposition of the question. The candidate may make reference to active citizenship work they have undertaken. The response will fully understand and outline examples of what is meant by 'participation in active citizenship campaigns'. The nature of political participation will be discussed and how individual citizens can be involved in campaigning. Campaigning within the context of the question can be discussed in a local, national or international context. The case studies used should be contemporary. A range of reasons may be quoted as to why citizens do not participate; apathy, lack of knowledge, lack of skills, concern about the campaigning methods, concern about the nature of the cause or the impact upon their lives of their known participation. Candidates may discuss the nature of direct action campaigning as a sub set of active citizenship campaigning differentiating between a range of contemporary campaigns.

Responses up to the mid-point of this level will present a clearly developed case using a range of examples. Understanding of some of the conceptual terms will be weaker. A clear conclusion will be reached but the range of evidence presented will not be so fully examined.

Level 2 (9-16 marks) The response will contain a good use of appropriate citizenship terminology. A range of examples will be incorporated into the response. The response will indicate an understanding of 'active citizenship campaigning' but the points made regarding the term will not be developed. The candidate may make some reference to active citizenship work they have undertaken. A range of evidence will be presented but not always clearly structured to the case studies being discussed. A number of points will be developed regarding why citizens do not participate but they will be linked to case studies or fully developed. A conclusion will be developed based upon the evidence presented.

Responses up to the mid-point of this level will demonstrate some understanding of some of the concepts involved. A number of case studies will be presented. The evidence will cover some of the points generally made regarding the reasons why citizens do not participate in active citizenship campaigning. A conclusion will be

Level 1 (1-8 marks) developed. Some citizenship terminology will be correctly applied. The response will make use of a limited range of citizenship terminology. The account will tend to be discursive and outline the nature of several active citizenship campaigns. There will be some attempt to outline a few reasons why citizens do not participate. The response may make reference to the candidate's own participation in active citizenship work. A limited range of evidence will be presented to support the points being made. Limited attempt to draw a clear conclusion based upon the evidence presented.

Responses up to the mid-point of this level will be largely descriptive of the work of active citizenship campaigns, with a limited attempt to link the evidence presented to the concept of non-participation. Some citizenship terms will be used correctly.

ASSESSMENT OBJECTIVE GRID

A2 Assessment Objective	Section A			Section B				Total Marks by Assessment Objective
	Marks allocated by Assessment Objective Question 01	Marks allocated by Assessment Objective Question 02	Marks allocated by Assessment Objective Questions 03 and 04	Marks allocated by Assessment Objective Question 05	Marks allocated by Assessment Objective Question 06	Marks allocated by Assessment Objective Question 07	Marks allocated by Assessment Objective Question 08	
AO1	5	4	6	0	0	0	0	15
AO2	0	3	5	0	3	3	0	14
AO3	0	3	4	5	12	12	25	61
Total	5	10	15	5	15	15	25	90