

A-LEVEL CITIZENSHIP STUDIES

CIST1/Identity, Rights and Responsibilities
Mark scheme

2100
June 2014

Version 1.0 Final

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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GCE CITIZENSHIP STUDIES Unit 1
GENERIC MARK SCHEME for Questions 0 1 and 0 5 .

Level	Assessment Objective AO1 Knowledge and Understanding
Level 3	<p>(4–5 marks)</p> <p>Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.</p>
Level 2	<p>(2–3 marks)</p> <p>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)</p> <p>Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students 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)</p> <p>No relevant response.</p>

GENERIC MARK SCHEME for Questions 02 and 06 .

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action
3	<p>(3–4 marks)</p> <p>Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.</p>	<p>(3 marks)</p> <p>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)</p> <p>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 student's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.</p>

<p>2</p>	<p>(2 marks)</p> <p>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)</p> <p>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)</p> <p>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>
<p>1</p>	<p>(1 mark)</p> <p>Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students 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)</p> <p>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)</p> <p>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)</p> <p>No relevant response.</p>	<p>(0 marks)</p> <p>No relevant response.</p>	<p>(0 marks)</p> <p>No relevant response.</p>

GENERIC MARK SCHEME for Questions

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Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action
3	<p>(5–6 marks)</p> <p>Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.</p>	<p>(4–5 marks)</p> <p>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)</p> <p>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 student'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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students 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)</p> <p>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)</p> <p>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)</p> <p>No relevant response.</p>	<p>(0 marks)</p> <p>No relevant response.</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, which are shown here in italics. In addition to the indicative content detailed here, all relevant responses will be given credit.

Section A: Identity

0 1 Briefly explain ‘maternity leave’ **and** ‘paternity leave’. (5 marks)

AO1
Level 3 (4-5 marks) *Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.*

Response fully covers the meaning of maternity and paternity leave. Maternity leave is a leave of absence from work, given to expectant and new mothers. Maternity leave is to allow expectant mothers to make preparations for the arrival of a child and so that the new mother can look after the child after birth. Maternity leave can be paid or unpaid. Paternity leave is a leave of absence for fathers after the birth of a child. The current provision in the UK for maternity leave is dependent on time worked for an employer but is up to 52 weeks, with a compulsory 2 weeks off. Fathers can take up to 2 weeks off, with more time if the mother has returned to work. Paternity leave differs from maternity leave in that there is, in all likelihood, a biological need for new mothers to spend time with their new child, whilst fathers’ rights have increased in response to societal demands. These terms are becoming more difficult to assign with the growing use of surrogate mothers and same-sex parents.

Level 2 (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.*

Answers will demonstrate less comprehensive understanding of the terms maternity and paternity leave, perhaps lacking examples or range. If only one concept is covered, a maximum of 3 marks can be awarded.

Level 1 (1 mark) *Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*

Answers will demonstrate only basic understanding of the terms maternity and paternity leave.

0 2Outline **three** ways in which women are stereotyped.

(10 marks)

AO1

Level 3 (3-4 marks)

Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.

Students may be expected to show knowledge of the ways in which women are stereotyped, particularly by the media. Stereotyping means to ascribe a certain characteristic on an individual regardless of accuracy, because of the individual's membership of a social group. Students will be rewarded for acknowledging that there is a plurality of media and that stereotypes may not be constant or differ according to the media. Common forms of stereotyping include women as the home-maker, women as the sex-symbol, the dumb-blonde, bad drivers, the weaker sex, etc. Reward may also be given for students who acknowledge the changing role of women in society and hence the stereotypes. Answers need not refer to the media and may refer to stereotyping at large in society.

Level 2 (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.

Answers demonstrate less accurate knowledge of stereotypes of women.

Level 1 (1 mark)

Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.

Limited knowledge of stereotypes of women.

AO2

Level 3 (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.*

Answers will fully explain three stereotypes of women, possibly including their source, the reason for their continuation, where they can be found and why.

Level 2 (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.*

Answers at this level will contain explanation of stereotypes of women, but this will be more limited.

Level 1 (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.*

Answers will contain very limited explanations of the stereotypes of women.

AO3

Level 3 (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 student's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.*

Personal experience and reflections on stereotypes of women may be rewarded.

Level 2 (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.*

Level 1 (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.*

EITHER

0 3 Why do some social groups have poorer life chances than others? (15 marks)

AO1

Level 3 (5-6 marks) *Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.*

Answers demonstrate a good depth of knowledge and understanding of some of the reasons why some social groups, such as the poor, minority ethnic groups, women, the elderly, the disabled, etc, experience poorer life chances than the general population. Answers will also show knowledge of some of the ways in which life chances may be poorer, eg life expectancy, illness, education, employment opportunities, etc.

Level 2 (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.*

Answers will contain less extensive knowledge of why some social groups may experience poorer life chances. Answers will indicate some knowledge of the ways in which life chances may be poorer. Two groups will normally be referred to.

Level 1 (1-2 marks) *Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*

Responses will contain very limited knowledge of the ways life chances may be poorer and reasons why some social groups may experience poorer life chances. Only one group will normally be referred to. There may be confusion over what a social group is. Also, social groups may be thought of as a group of friends.

AO2

Level 3 (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.*

There may be a reference to a range of reasons probably drawn from issues relating to discrimination, institutional and other forms of racism, stereotyping, media representation, scapegoating, historical contexts, poverty, poor health or diet, poor education, etc. Answers may focus in some depth on a few of these reasons, or identify a wider range in less detail. Examples and evidence used is accurate and relevant. Answers at the highest level will show explicit analysis and evaluation of why some social groups may suffer poorer life chances. Answers that link reasons and those that refer to a 'circle of poverty' will be in this level.

Level 2 (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.*

Answers will examine the reasons in less depth and examples may be less accurate. Explanations or analysis might be perfunctory or common sense.

Level 1 (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.*

Answers are likely only to identify how social groups may experience poorer life chances, with little analysis or evaluation.

AO3

Level 3 (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 student's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.*

Personal experience and reflections on life chances in society may be rewarded.

Level 2 (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.*

- Level 1 (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.*

OR

0	4	'Education is more important than legalisation in reducing disadvantage. Assess this view. (15 marks)
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AO1

- Level 3 (5-6 marks) *Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.*
- Answers demonstrate a good understanding of legislation that seeks to overcome disadvantage. Of particular note is the Equality Act 2010. Knowledge of the concept of disadvantage in education will be rewarded, namely differing attainment levels. Students may also be expected to have some knowledge of the extent of disadvantage, particularly to such social groups as women, the minority ethnic communities, different classes, etc. Students may take a broad approach to the concept of education and define it how they wish, including formal school-based education, FE, HE, apprenticeships and any other forms of relevant training or education. They might talk about educational campaigns such as Kick It Out but also campaigns to raise achievement amongst minority groups, etc.
- Level 2 (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.*
- Answers will contain less extensive knowledge of legislation that seeks to overcome disadvantage and the context of disadvantage.
- Level 1 (1-2 marks) *Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*
- Responses will contain very limited knowledge of legislation that seeks to overcome disadvantage and the context of disadvantage.

AO2

Level 3 (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.*

Answers will analyse and evaluate whether education is more important than legislation in overcoming disadvantage. Arguments that may be used include: legislation does not change people's attitudes whilst education does, formal education can reach all children and is therefore effective, education can bring about social mobility in a highly effective way, education can be aspirational, education can be empowering, education can inform people of rights and processes, etc. The counter-arguments may be that education can be redundant if the social and economic structures in place are not removed or changed by legislation, individuals who face entrenched discrimination and disadvantage can be powerless even if well educated, education is not seized upon by all so its efficacy may be limited, education does not reach all who need it, etc.

Level 2 (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.*

Answers are likely to show less depth of analysis, be more unbalanced or not have the range of arguments.

Level 1 (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.*

Answers will show little evidence of analysis and evaluation of the debate about disadvantage and education.

AO3

Level 3 (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 student's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.*

Personal experience and reflections may be rewarded.

Level 2 (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.*

Level 1 (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.

Section B Rights and responsibilities

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Using an example for **each**, explain what is meant by a right **and** by a responsibility.
(5 marks)

AO1

Level 3 (4-5 marks)

Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.

Response that fully explains *right* and *responsibility* with **one** example of each. A right is an entitlement conferred on an individual. Rights come in many forms including human, moral, legal, social, consumer, etc. A responsibility is a more vague term and less easy to identify. A responsibility is a duty or obligation, and is often linked to rights. Examples of responsibilities include to pay taxes, to obey the law, to vote, etc. It is expected in a Citizenship examination that explanations of rights, but particularly responsibilities, are drawn from a citizenship context.

Level 2 (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.

Answers will demonstrate less comprehensive understanding of rights and responsibilities, possibly without an example.

Level 1 (1 mark)

Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.

Answers will demonstrate only basic understanding of the terms rights and responsibilities.

0 6 Explain **three** rights of individual citizens in their workplace. (10 marks)

AO1

Level 3 (3-4 marks) *Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.*

A broad definition of citizens' rights in the workplace will be rewarded. Four rights are identified in the source and may be used, but a full explanation is required. They are a minimum wage, minimum holiday entitlements, the right to lunch and other breaks, the right to a safe working environment. Any other appropriate employee right may be rewarded, including paternity rights, trade union rights, redundancy rights, etc. Three rights must be explained for a Level 3 answer.

Level 2 (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.*

Answers will demonstrate less accurate knowledge of citizens' rights in the workplace.

Level 1 (1 mark) *Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*

Answers will demonstrate limited knowledge of citizens' rights in the workplace.

AO2

Level 3 (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.*

Answers may explain the right, the reason for the right or the consequence of not having the right.

Level 2 (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.*

Answers will contain more limited explanation of citizens' rights in the workplace.

- Level 1 (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.*
- Answers will contain very limited explanation of citizens' rights in the workplace.
- AO3**
- Level 3 (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 student's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.*
- Level 2 (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.*
- Level 1 (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.*

EITHER

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Assess the advantages and disadvantages of alternative methods of resolving disputes (ADR). (15 marks)

AO1

Level 3 (5-6 marks) *Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.*

Answers demonstrate a good depth of knowledge and understanding of the various forms of alternative methods of resolving legal disputes other than the formal court system. These include negotiation, mediation, conciliation, arbitration, tribunals and ombudsmen. Alternative(s) to ADR could also be rewarded where appropriate.

Level 2 (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.*

Answers will contain less extensive knowledge of various forms of alternative methods of resolving disputes, maybe showing knowledge of alternative legal approaches without being aware of the specific alternatives.

Level 1 (1-2 marks) *Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*

Responses will contain very limited knowledge of the various forms of alternative methods of resolving disputes. Responses may not be aware of the alternatives to the court system.

AO2

Level 3 (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.*

Answers will make reference to a range of disadvantages of alternative methods of resolving disputes. Criticisms of alternative methods of resolving disputes might include arguments that they behave too much like courts, it is a complicated system, there are too many different methods of resolving disputes, they are still quite formal and complicated, they can be inconsistent, they can be costly and protracted, they can be secretive, etc. The traditional court system may be favoured because it is more traditional and therefore

better understood, the ADR system may benefit one party over the other (eg claimants), there is a clear and unambiguous role for the courts. Advantages of ADR include they are potentially quick, cheap, operate in a specialised field and have expertise, are more flexible, operate less formally, can be private, move work away from the courts and therefore free up court time, etc.

The response should come to a clear conclusion based upon the evidence presented. Answers in this level should normally be balanced.

Level 2 (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.*

Answers are likely to show less depth of analysis, be more unbalanced or not have the range of arguments. Answers are not likely to deal with specific ADR methods.

Level 1 (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.*

Answers will show little evidence of analysis and evaluation of ADR.

AO3

Level 3 (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 student's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.*

Level 2 (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.*

Level 1 (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.*

OR

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Assess the need for judicial review.

(15 marks)

AO1

Level 3 (5-6 marks)

Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.

Answers will demonstrate knowledge of judicial review and reasons for judicial review. Judicial review is the ability of an individual or organisation to ask for a decision made by an official or governmental body to be reviewed to ensure that the decision was lawful and procedurally correct. Judicial review is not an examination of whether the decision was the correct decision, but whether the decision was made according to the law. There are a number of grounds for judicial review, including 'ultra vires', breach of natural justice, incorrect application of the law, decision made by the wrong person, etc.

Level 2 (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.

Answers will contain less extensive knowledge of judicial review and the need for judicial review.

Level 1 (1-2 marks)

Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.

Responses will contain very limited knowledge of judicial review and the need for judicial review. Responses at this level may confuse judicial review with appeals procedures.

AO2

Level 3 (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.

Answers will assess arguments over whether judicial review is needed. Arguments in favour of judicial review include: it provides citizens with a challenge to arbitrary or unfair decisions, it can right wrongs, it allows the airing of genuine grievances, it gives people a chance to challenge otherwise unmoveable bureaucracies, it gives people a natural right to appeal decisions made against them, it

allows citizens to ask their government to look at decisions again, etc. Arguments against judicial review include: it is costly for the taxpayer to allow judicial review, decisions might be overturned that are embarrassing, unpopular, costly, etc, the process may be abused, it places too much power with the judiciary, decisions made by democratically elected bodies may be overturned, the courts may be clogged up with cases, etc.

Level 2 (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.*

Answers are likely to show less depth of analysis, be more unbalanced or not have the range of arguments.

Level 1 (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.*

Little evidence of analysis and evaluation of the need for judicial review.

AO3

Level 3 (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 student's own experiences in relation to citizenship participation.*

Level 2 (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.*

Level 1 (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.*

ASSESSMENT OBJECTIVE GRID

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 and 08		
AO1	5	4	6	5	4	6	30	
AO2	0	3	5	0	3	5	16	
AO3	0	3	4	0	3	4	14	
Total	5	10	15	5	10	15	60	