

# A-LEVEL CITIZENSHIP STUDIES

CIST3/Power and Justice

Mark scheme

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2100

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Version 1.0 Final

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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.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

Assessment Objectives		
AO1	Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of specific citizenship issues (problems, events, concepts, ideas, processes and opinions).</li> <li>• Relate subject knowledge and understanding to citizenship issues using a range of real and topical examples</li> </ul>
AO2	Analysis and Evaluation	<ul style="list-style-type: none"> <li>• Analyse issues, problems and events in relation to the citizenship concepts and topics studied.</li> <li>• Evaluate information, views, opinions, ideas and arguments and assess their validity.</li> </ul>
AO3	Communication and Action	<ul style="list-style-type: none"> <li>• Select, organise and present relevant information and arguments clearly and logically, using specialist terminology.</li> <li>• Construct and advocate reasoned, coherent arguments with conclusions, drawing on evidence of a candidates <b>own</b> participation and actions within the study of citizenship.</li> </ul>
AO4	Synthesis	<ul style="list-style-type: none"> <li>• Synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, argue a case or propose alternative solutions</li> </ul>

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 Crime, Justice and Punishment

**0 1** Explain and comment on the powers of the police to stop and search in a public place. **[15 marks]**

#### AO1

Level 3 (3-4 marks) *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.*

Students will provide an excellent explanation of police powers to stop and search such as:

- Reference to the Police and Criminal Evidence Act 1984

and the Codes of Practice.

- Stop and search relates to people and vehicles, in a public place and not in the suspect's own home or garden nor any private house where the suspect has permission to be.
- The police officer must have reasonable grounds to suspect that the person stopped and searched has committed an offence such as having an offensive weapon, holding prohibited drugs, stolen goods or items for damaging property. The police can also stop and search a person suspected of being a terrorist.
- Police can stop and search a football coach if they suspect that there is alcohol or a drunken person on board.
- When stopping and searching a person, the police officer must show a warrant card, give information on the stop and search law, information on a person's rights, their name and police station, the reason for the search and what they suspect they may find.
- They may only ask for an outer coat, jacket and gloves to be removed.
- Under the Crime and Security Act 2010, police must record seven items, namely:
  1. ethnicity
  2. objective of search
  3. grounds for search
  4. identity of the officer carrying out the stop and search
  5. date
  6. time
  7. place.
- Reasonable force may be used to stop and search but this is in the last resort.

**Note:**

1. Not all of the above are required for a Level 3 answer.
2. Credit other relevant material.

Level 2 (2 marks)

*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.*

Responses will give a clear explanation of any of the issues

		outlined for Level 3 but may not include such a wide range of provisions.
Level 1	(1 mark)	<i>Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.</i>
		Responses show a more limited knowledge and understanding of the issues, or only address one issue.
	(0 marks)	<i>No relevant response</i>
<b>AO2</b>		
Level 3	(5-6 marks)	<i>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.</i>
		Responses will expand on the material supplied in AO1 and comment upon, evaluate and analyse police powers of stop and search. They may comment as follows: the behaviour of the police is covered by the Codes of Practice under PACE and they are also covered by the discrimination laws; the police therefore may not discriminate on the grounds of age, sex, disability, race, religion, sexual orientation, hair colour, etc.
		Despite the above, research has shown that the police are 28 times more likely to stop and search a black person and 10 times more likely to stop an Asian person than a white person. Rather than basing procedures on rational and reasonable grounds of suspicion, stop and search appears to have been based on stereotypical assumptions. The McPherson Report, following the Stephen Lawrence case, referred to the police as being 'institutionally racist' and credit should be given for this observation, linking it to stop and search.
		Whole communities, particularly young people, may become alienated by a disproportionate use of stop and search, especially in areas with a high number of ethnic minorities which can then lead to public disorder, eg the London riots in August 2011.
		Challenges have been made to the use of stop and search, eg Ann Roberts won a Court of Human Rights ruling in 2010 challenging the use of Section 44 of the Terrorism Act, which allowed stop and search without reasonable grounds for suspicion.
		Students may discuss problems relating to striking a balance between effective policing and the apprehension of criminals, and the individual's freedom and right to privacy.

Students should reach a reasoned conclusion based on the need for adequate policing in relation to the person's freedom as an individual citizen.

**Note:**

1. Not all of the above are required for a Level 3 answer.
2. Credit other relevant material.

Level 2 (3-4 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. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.*

Answers will show some analysis of the explanation in AO1 and comment on the effectiveness of stop and search, and on problems of its abuse. They may use examples, but discussion and conclusion may be weaker.

Level 1 (1-2 marks) *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.*

Answers will have a limited discussion and more tenuous links with the problems related to stop and search.

(0 marks) *No relevant response.*

**AO3**

Level 2 (2 marks) and 3 *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.*

The response should show a clear structure which is logical and which uses the correct terminology. In evaluation of stop and search, students may draw on their own observations and specific examples to illustrate their response. The answer should show a clear structure and discussion of the above factors.

Level 1 (1 mark) *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 elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the*

*response may not be legible.*

(0 marks) *No relevant response.*

**AO4**

Level 3 (3 marks) *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.*

Students will draw upon the concepts of police powers to stop and search and use examples from a range of citizenship sources. They will construct an answer that responds to the issues raised in the question. Responses will demonstrate an excellent ability to synthesise from different sources and construct an argument.

Level 2 (2 marks) *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.*

Answers demonstrate a good ability to synthesise material in order to organise and construct an argument. Students will draw on concepts and a more limited range of examples in order to respond to the issues raised in the question.

Level 1 (1 mark) *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.*

Answers demonstrate a basic ability to synthesise material and construct a basic argument.

(0 marks) *No relevant response.*

**0 2**

'There is no such thing as a victimless crime.'  
Critically assess this statement.

**[25 marks]**

**AO1**

Level 3 (4-5 marks) *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.*

Students will clearly explain the range of crimes which may be considered to have victims at the heart, such as:

- murder/manslaughter
- theft

- burglary
- forms of assault
- sexual offences, including rape
- criminal damage
- causing death by dangerous driving
- robbery
- fraud
- phone and computer hacking.

Students may explain that the state recognises victims of crime in terms of compensation and restorative justice, and that there are organisations such as Victim Support which seek to assist victims of crime.

They may consider a range of crimes where a victim is not so obvious, such as:

- driving with no vehicle excise licence or insurance
- trade descriptions offences
- illegal parking
- tax evasion
- insurance fraud
- insider trading.

Responses may note that, although the above types of crime appear to have no direct victims, there are indirect victims such as the taxpayer, the consumer, etc.

Students may attempt to define a victimless crime as an act which has been declared to be illegal but which does not violate the rights of another individual or persons, such as smoking cannabis at home or under-age smoking. Students may include reference to specific cases such as the Chris Huhne and Vicky Price driving licence penalty points case. Students may discuss whether there is such a thing as a victimless crime or what may be considered to be a victimless crime.

**Note**

1. Not all of these are necessary for a Level 3 response.
2. The above are given only as examples and other relevant material may be credited.

Level 2 (2-3 marks) *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.*

Answers will show a good understanding but may consider fewer aspects or a more limited consideration of a greater range.



Level 1	(1 mark)	<p><i>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.</i></p> <p>Responses will show a more limited knowledge and understanding of whether crimes always have a victim. This may include a basic understanding.</p>
	(0 marks)	<p><i>No relevant response.</i></p>

**AO2**

Level 3	(6-8 marks)	<p><i>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.</i></p>
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Students may make an argument developing the points made in AO1, that there is no such thing as a victimless crime as, whenever these are committed, if left unpunished, they violate the rule of law and affect values in society (for example, using a mobile phone whilst driving, deliberate car crashes to claim insurance money). In this way, society itself becomes the victim of crime even if there is no direct victim. Students may argue that all crimes have a victim or potential victim.

They may argue that so-called victimless crimes are widespread and that the police do not pursue them as their attention is focused on crime which does have obvious victims. However, the crime, if unchecked (for example, no car insurance), may have a future victim such as an injured passenger who may be unable to make a successful claim if the driver is uninsured.

Responses may use the argument that so-called victimless crimes such as prostitution or individual drug-taking should be legalised in order to prevent continuous flouting of the law, and to reduce the burden on the taxpayer for pursuing criminal charges where there appears to be no identifiable victim. They may argue that the perpetrator of the crime becomes the victim of it, eg drug-taking.

Responses will consider both sides of the argument as to whether there are victimless crimes, and will reach a reasoned conclusion.

**Note:**

1. Not all of these are necessary for a Level 3 response.
2. The above are given only as examples and other relevant material may be credited.
3. Credit other relevant material, including inflated whiplash injuries which are strictly the province of civil law.

Level 2 (3-5 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.*

*Information, views, opinions, ideas and arguments are evaluated and validity is assessed*

Answers will begin to show a developed response either through in-depth analysis of a more limited range or a greater range in more limited depth.

Level 1 (1-2 marks) *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.*

Answers will have a limited range of examples with limited analysis.

(0 marks) *No relevant response.*

**AO3**

Level 3 (3-4 marks) *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 student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

Answers should show a clear structure which is logical and which uses terminology appropriate to a discussion of victimless crime and crimes which do have victims.

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 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.*

Answers show a more limited structure and use of appropriate terminology.

Level 1 (1 mark) *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 elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Answers will show a more basic ability to use appropriate language and will have a more limited structure.

(0 marks) *No relevant response.*

**AO4**

Level 3 (6-8 marks) *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.*

Students will draw concepts and examples from a range of citizenship sources and will construct an answer that responds to the issues raised in the question, using a range of examples to produce a coherent and well-argued response. Answers will demonstrate an excellent ability to synthesise knowledge from different areas and construct a valid argument on all aspects of the question.

Level 2 (3-5 marks) *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.*

Students will draw upon the concepts of victims of crime and victimless crime and will use examples from a range of citizenship sources. They will use a range of relevant points and examples from other areas of the specification to produce a coherent and well-argued response. Additionally, answers may use illustrations from other units, such as work on Active Citizenship completed for CIST2 or CIST4.

Level 1 (1-2 marks) *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.*

There will be only basic attempts to link to other relevant areas.

(0 marks) *No relevant response.*

**0 3**

Explain and comment on **two** purposes of sentencing referred to in the Criminal Justice Act 2003.

**[15 marks]**

**AO1**

Level 3 (3-4 marks) *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.*

Students will respond with an accurate explanation of two purposes of sentencing as enacted in the Criminal Justice Act 2003, which may include:

(a) the punishment of offenders - students may expand on and explain this in terms of retribution; namely, society desiring to seek revenge on the offender with the punishment fitting the crime, 'an eye for an eye' approach.

(b) the reduction of crime (including its reduction by deterrence) which may be explained in terms of individual deterrence and/or general deterrence designed to prevent further similar offences.

(c) the reform and rehabilitation of offenders - students may include educational programmes, employment skills and training.

(d) the protection of the public - which may include imprisonment, confiscation, driving bans, etc.

(e) the making of reparation by offenders to persons affected by their offences - students may refer to specific instances of reparation or general reparation to society through unpaid work, etc.

Students may relate the purposes of sentencing to the powers of the court, referring to sentences which specifically reflect the aim.

**Note:**

1. Two sentencing aims must be explained for a Level 3 response.
2. Credit other relevant material including responses detailing denunciation, which although not included in the Criminal Justice Act 2003, is a recognised sentencing aim.

Level 2 (2 marks)

*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.*

Students demonstrate a good level of knowledge and understanding of the above issues but may not include as much depth or be as wide ranging. One sentencing aim only may be discussed in depth.

Level 1 (1 mark)

*Answers show by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.*

Responses will show a limited understanding of the sentencing aims under the Criminal Justice Act 2003 and may include only one sentencing aim.

(0 marks)

*No relevant response.*

**AO2**

Level 3 (5-6 marks)

*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.*

Students will relate the sentencing aims to the powers of the court and assess their effectiveness and may refer to reoffending rates. Students may refer to examples such as Venables and the apparent failure of rehabilitation. Other examples could include

successful examples including unpaid work, anger management courses or speed awareness courses and create a balanced argument on the success of the sentencing aim and reach a reasoned conclusion based on the evidence which students adduced in their answer. Responses may evaluate the aims of sentencing as set out in the Criminal Justice Act 2003 and comment on the extent to which these aims are achieved. For example, a criticism of reduction of crime/deterrence is that many crimes are spontaneous rather than being planned, or are due to intoxication, leaving the argument that harsh sentences result in deterrence rather weak.

Students may evaluate and analyse the success of the sentencing aims chosen and comment on the fact that more than one aim may be targeted when sentencing. For example, a young person may be sent to a Young Offenders Institution with the aim of punishment (retribution) and to protect society, and also as an individual and general deterrent.

Level 2 (3-4 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. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.*

Answers will begin to show a more developed response either through in-depth analysis of a more limited range of examples or in limited depth but with a greater range of strengths and weaknesses.

Level 1 (1-2 marks) *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.*

Answers will have a limited range of examples which show limited development and explanation. Students may have addressed only one aspect of the question.

(0 marks) *No relevant response.*

**AO3**

Levels 2 and 3 (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 a good ability to discuss and 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>The response should show a clear structure which is logical and which uses the correct terminology, quoting sentencing aims from the Criminal Justice Act 2003. In evaluation, students may draw on specific examples to illustrate their response. The answer should show a clear structure and discussion of the strengths and weaknesses of the aims.</p>
Level 1	(1 mark)	<p><i>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 elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i></p>
		<p>There is a basic attempt to select and organise information and construct arguments. Students will use language appropriate to the issues of sentencing.</p>
	(0 marks)	<p><i>No relevant response.</i></p>
<b>AO4</b>		
Level 3	(3 marks)	<p><i>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.</i></p>
		<p>Students will demonstrate an excellent ability to synthesise material to organise and construct an argument. They will draw on concepts and examples from a range of citizenship sources. They will construct an answer that responds to the issues raised in the question.</p>
Level 2	(2 marks)	<p><i>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.</i></p>
		<p>Answers demonstrate a good ability to synthesise material to organise and construct an argument and will draw on concepts and a more limited range of examples in order to respond to the issues raised in the question.</p>
Level 1	(1 mark)	<p><i>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.</i></p>
		<p>Answers demonstrate a basic ability to synthesise material and construct a basic argument.</p>
	(0 marks)	<p><i>No relevant response.</i></p>

**0 4** Discuss the effectiveness of community sentences.

**[25 marks]**

**AO1**

Level 3 (4-5 marks)

*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.*

Students will fully explain the provision made for community orders, such as:

- Community sentences allow offenders to undertake rehabilitative programmes and work in the community whilst under the supervision of the probation service.
- From April 2005, the Criminal Justice Act 2003 brought into force the 'generic community sentence', also known as the community order. This allows judges and magistrates to combine what previously would have been different orders and tailor the sentence to fit the needs of the offender. The requirements that can be placed on an offender are:
  - Supervision by the probation service
  - Compulsory unpaid work, up to a maximum of 300 hours (increased from 240)
  - Participation in specified activities. These may include improving basic skills (such as literacy) or making reparation to the people affected by the crime
  - Prohibition from undertaking specific activities
  - Undertaking accredited programmes, which aim to change offenders' behaviour
  - Curfew, where an offender can be ordered to stay at a particular location for certain hours of the day
  - Exclusion, where an offender can be excluded from specified areas
  - Residence requirement, where an offender may be required to live in a specified place, such as an approved hostel
  - Mental health treatment, which can only be ordered with the consent of the offender



- Drug rehabilitation, which includes both testing and treatment, and can last for between six months and three years; again, this can only be imposed with the consent of the offender
- Alcohol treatment. The offender must agree to this treatment and it must last for at least six months
- Attendance centre. Offenders under the age of 25 may be required to attend a particular centre at a specified time for between 12 and 36 hours, over the course of their sentence.

**Note:**

1. The above are given as examples only.
2. Not all of the above are required for a Level 3 answer.
3. Credit other relevant material.

Level 2	(2-3 marks)	<p><i>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.</i></p> <p>Responses will show a good understanding of the provisions made for community orders under the Criminal Justice Act 2003. This may include a more limited range of provisions, or may include fewer aspects in more detail and may have a limited range of examples.</p>
Level 1	(1 mark)	<p><i>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.</i></p> <p>Answers demonstrate a basic ability to synthesise material and construct a basic argument.</p>
	(0 marks)	<i>No relevant response.</i>
<b>AO2</b>		
Level 3	(6-8 marks)	<p><i>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.</i></p> <p>Students will expand on the answer given in AO1 and will discuss the effectiveness of community orders and the ability to tailor the order to suit the particular offender. They may consider the re-offending rate after completing a community order compared with the rate subsequent to custodial sentences. Discussion may</p>

include the success of drug rehabilitation and alcohol treatment and the effect of unpaid work, which may (for example) lead to new skills, and consequently greater employability. The value of supervision orders may be considered in changing criminal behaviour.

**Note:**

1. The above are given as examples only.
2. Credit other relevant material.

Level 2 (3-5 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. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.*

Answers will show a more developed response either through in-depth analysis of a more limited range of examples or in limited depth but with a greater range.

Level 1 (1-2 marks) *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.*

Answers will have a limited range of examples which show a more basic approach to analysis and evaluation.

(0 marks) *No relevant response.*

**AO3**

Level 3 (3-4 marks) *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 student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

Students should show a clear structure which is logical and which uses appropriate terminology and examples.

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 indicated 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.*

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		Answers will show a more limited structure and use of terminology appropriate to community sentences.
Level 1	(1 mark)	<i>There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicated only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i>
		Answers will show a more basic ability to use appropriate terminology and will have a more limited structure.
	(0 marks)	<i>No relevant response.</i>
<b>AO4</b>		
Level 3	(6-8 marks)	<i>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.</i>
		Students will use a range of relevant points and examples showing an excellent ability to synthesise material and to construct an argument which responds to the issues raised in the question.
Level 2	(3-5 marks)	<i>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.</i>
		Students will show a good ability to synthesise material and use examples and to link the sentencing process to issues of justice and fairness.
Level 1	(1-2 marks)	<i>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.</i>
		Answers will show a limited ability to synthesise material, or use examples or appropriate terminology.
	(0 marks)	<i>No relevant response.</i>

**0 5**Compare and contrast the effectiveness of summary trials **and** trials on indictment.**[15 marks]****AO1**

Level 3 (3-4 marks)

*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.*

Students will clearly explain the nature of both a summary trial in the Magistrates Court and a trial on indictment in the Crown Court. They may include material such as:

*Summary trial (Magistrates Court)*

- Lay Magistrates, usually three or a single District Judge
- No jury
- Summary offences or triable either way offences which are suitable to be tried in the Magistrates Court
- Usually solicitors appearing on behalf of the defendant
- Magistrates decide the verdict
- Sentencing powers are limited
- Youth Court
- Appeals to the Crown Court against sentence or conviction.

*Trials on indictment (Crown Court)*

- Indictable offences or more serious triable either way offences
- Jury decide the verdict
- Barristers or solicitor advocates represent the defendant
- Circuit judge, recorder or High Court judge presides
- Appeals to the Court of Appeal (Criminal Division) against sentence and conviction.

Students may give examples of summary offences such as assault, and of indictable offences such as murder or robbery.

**Note:**

1. The above are given as examples only.
2. Credit other relevant material
3. Both summary and trials on indictment must be explained for a Level 3 answer.

Level 2 (2 marks)

*Answers are characterised by a good level of citizenship knowledge and a clear understanding of range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.*

Students will show a clear understanding of the meaning of

		summary trial in the Magistrates Court and trials on indictment in the Crown Court, but answers may not be as wide ranging or as in-depth as Level 3.
Level 1	(1 mark)	<i>Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.</i>
		Responses will show a limited understanding of summary trials and trials on indictment.
	(0 marks)	<i>No relevant response.</i>
<b>AO2</b>		
Level 3	(5-6 marks)	<i>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.</i>
		Students will develop the points made in AO1 and comment on the differences and similarities between summary trial and trial on indictment. They will analyse and evaluate the procedures and trials of both courts and explain their function and why such procedures are in place. Responses may refer to the jury system used in the Crown Court, and the personnel of the courts. Students will reach a reasoned conclusion from the evidence they have adduced.
		Students should consider the effectiveness of both courts and may make comments on the efficiency of summary trial, which is normally heard by unqualified lay magistrates who may have little knowledge of the law. They may also comment on the limited powers of the Magistrates Court. Responses may refer to problems with the jury in the Crown Court, eg the jury in the original Vicky Pryce trial who asked inappropriate questions and were discharged by the judge, or jurors who have used the internet to research the defendant, or listened to music during the trial. They may also refer to perverse jury decisions, eg Ponting, Kronlid.
Level 2	(3-4 marks)	<i>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.</i>
		Answers will show a developed response either through in-depth analysis of a more limited range, or a response of limited depth but with greater range and showing some analysis.

Level 1 (1-2 marks) *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.*

Answers will show a more basic response and be lacking analysis.

(0 marks) *No relevant response.*

**AO3**

Level 2 and 3 (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 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.*

The response should show a clear structure which is logical and which uses appropriate terminology and statutory provisions.

Level 1 (1 mark) *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 elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

There will be some basic attempt to use appropriate terminology.

(0 marks) *No relevant response.*

**AO4**

Level 3 (3 marks) *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.*

Students will demonstrate an excellent ability to synthesise material to organise and construct an argument. They will draw on concepts and examples from a range of citizenship sources. They will construct an answer that responds to the issues raised in the question and may refer to work completed for other Citizenship units.

Level 2 (2 marks) *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.*

There will be a more limited attempt to link to other areas of study.

Level 1 (1 mark) *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.*

There will be only basic attempts to link to other areas.

(0 marks) *No relevant response.*

**0 6** 'In the interests of justice, it is inappropriate that the state should prosecute **and** can provide a defence service in a criminal prosecution.'

Evaluate this statement.

**[25 marks]**

**AO1**

Level 3 (4-5 marks) *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.*

Responses will clearly explain both the system for the state prosecuting defendants in the criminal courts and the public defender system. They may include:

*Crown Prosecution Service*

The Crown Prosecution Service (CPS) is responsible for prosecuting criminal cases investigated by the police in England and Wales. It has been responsible for public prosecutions since 1986 when under the Prosecution of Offences Act 1985, prosecutions were taken out of the hands of the police and the CPS was set up to form an independent body. It is a government department without a minister, headed by the Director of Public Prosecutions who is answerable to the Attorney General.

As the principal prosecuting authority in England and Wales, the CPS is responsible for:

- advising the police on cases for possible prosecution
- reviewing cases submitted by the police
- determining any charges in more serious or complex cases
- preparing cases for court
- presenting cases at court.

The CPS uses two tests to decide whether to continue with a prosecution, namely the evidential test: is there sufficient evidence on a balance of probability to gain a conviction?; and is a prosecution in the public interest?



Students may also include reference to the state being responsible for bringing prosecutions because a crime is regarded as diminishing and harming society as a whole, and also because it is unfair to expect a victim of crime to shoulder the responsibility and cost of prosecution.

*Public Defender Service*

The Public Defender Service (PDS) is a criminal defence provider under the auspices of the Legal Services Commission. The PDS is an independent service created by the Legal Services Commission. It is operated by salaried defence lawyers and caseworkers who are responsible for delivering criminal defence services directly to the public.

These officers can represent their clients at all stages where help is required, from a client's initial arrest and questioning at a police station, through to trial in a Crown Court. They have a budget from which they can purchase the services of specialists such as barristers and medical or forensic experts. This means that members of the general public have access to the services of a specialist criminal solicitor 24 hours a day. The service at the police station is completely free.

The PDS provides a means by which all citizens have easy and ready access to help with their defence in criminal cases. Responses may also include reference to the Legal Aid system.

**Note:**

1. The above are given as examples only.
2. Credit other relevant material.
3. For a Level 3 response, both the CPS and PDS must be included.

Level 2 (2-3 marks) *Answers are characterised by a good level of citizenship knowledge and 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.*

Responses will have a good understanding of the CPS and PDS. Answers will show both knowledge and understanding of the issues but still may only consider a more limited range or consider a greater range but not in depth.

Level 1 (1 mark) *Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.*

Responses will show a more limited knowledge and understanding of both public prosecutions and public defenders



	(0 marks)	<i>No relevant response.</i>
<b>AO2</b>		
Level 3	(6-8 marks)	<p><i>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.</i></p> <p>Students will expand on the points made in AO1. They will evaluate and analyse the role of both the CPS and the PDS and consider the question of whether the state is able both to prosecute and defend a criminal case successfully. Responses may consider the contradictions of the state both prosecuting and defending a criminal case and the possibility of it encouraging such practices as plea bargaining and compromising independence from the state. Responses may consider the advantages of having public defenders in the interests of justice, as, without such a service, some defendants might not be adequately represented. Students may evaluate the duty solicitor service in the Magistrates Court which provides advice and representation for those who may not have received legal advice or have representation.</p> <p>Students may consider the independence of both the CPS and the PDS and consider possible alternatives such as private defenders.</p> <p>Responses will consider the case for and against the state both prosecuting and defending a criminal case and reach a reasoned conclusion from evidence adduced in their answer.</p>
Level 2	(3-5 marks)	<p><i>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.</i></p> <p>Responses will show a developed response either through in-depth analysis of a more limited range of examples or in limited depth but with a greater range.</p>
Level 1	(1-2 marks)	<p><i>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.</i></p> <p>Answers will have a limited range of examples which show limited development: they will lack analysis or a firm conclusion and may only consider one aspect of the question.</p>

	(0 marks)	<i>No relevant response.</i>
<b>AO3</b>		
Level 3	(3-4 marks)	<p><i>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 student's own experiences in relation to citizenship participation. The response should be legible with few, if any errors of spelling, punctuation and grammar.</i></p> <p>Students will show a clear structure which is logical and which uses appropriate terminology, and will include examples of provisions made for both the prosecution and defence of crime by the state.</p>
Level 2	(2 marks)	<p><i>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 indicated 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.</i></p> <p>Answers will show a more limited structure and use of terminology relating to the prosecution and defence of crime by the state.</p>
Level 1	(1 mark)	<p><i>There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicated only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i></p> <p>Answers will show a basic ability to use appropriate terminology and will have a more limited structure.</p>
	(0 marks)	<i>No relevant response.</i>
<b>AO4</b>		
Level 3	(6-8 marks)	<p><i>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.</i></p> <p>Students will use range of relevant points and examples showing an excellent ability to synthesise material and to construct an argument which responds to the issues raised in the question and may refer to work completed for other Citizenship units.</p>
Level 2	(3-5 marks)	<i>Answers demonstrate a good ability to synthesise knowledge,</i>

*ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Students will show a good ability to synthesise material, use examples and link the sentencing process to issues of justice and fairness.

Level 1 (1-2 marks) *Answers demonstrate a basic ability to synthesise knowledge and ideas from different areas of the subject in order to generalise, organise and construct an argument or answers demonstrate a basic ability to synthesise knowledge, ideas and concepts propose alternative solutions.*

Answers will show a limited ability to synthesise material or use examples or appropriate terminology.

(0 marks) *No relevant response.*

## Section B Politics, Power and Participation

**0 7** Examine and comment on **at least three** opportunities for a citizen to participate in the democratic process. **[15 marks]**

### AO1

Level 3 (3-4 marks) *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.*

Students will clearly explain the opportunities for a citizen to be involved in politics in a representative democracy either locally or nationally and may include:

- joining a political party
- attending local council meetings
- standing as a candidate for and/or serving as a councillor, Assembly member, Police Commissioner, MP or MEP
- joining a pressure group
- attending MP's surgery
- participating in a protest march or rally
- signing a petition, e-petition or European petition
- voting in local or general elections, referendums and European Parliament elections
- participating in the Youth Parliament
- using of social media
- lobbying their MP or MEP.

#### **Note:**

1. The above are given only as examples.
2. Credit other relevant forms of political participation.
3. Normally, at least three methods must be identified for a Level 3 response.

Level 2 (2 marks) *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.*

Responses will show a good understanding of the nature of democratic participation available to citizens. This may include fewer aspects in detail or a wider range of aspects but without depth of discussion.

Level 1 (1 mark) *Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may*

*make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.*

Responses will show a limited understanding of the nature of a citizen's participation in the democratic process and will make basic points.

(0 marks) *No relevant response.*

**AO2**

Level 3 (5-6 marks) *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.*

The response should give a range of examples, develop the points in AO1 and discuss the opportunities for a citizen to participate in the democratic process. Students may evaluate and analyse the various opportunities and may include their own observations or experiences. They may evaluate the ease with which citizens may participate in a modern democracy and use social networks to access, or indeed create, public opinion or to contact their MP. However, students may conclude that some citizens are either apathetic and fail to vote in local or general elections, or are disenchanted with politicians and therefore do not participate. They may refer to e-petitions and political pressure groups such as 38 Degrees. Responses may refer to participation at European level and discuss its effectiveness.

Level 2 (3-4 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. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.*

Responses will show development either through in-depth analysis of a more limited range of examples, or in limited depth but with greater range.

Level 1 (1-2 marks) *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.*

Responses will have a limited range of examples, show limited development and be lacking in analysis and evaluation.

(0 marks) *No relevant response.*

**AO3**

Levels 2 and 3 (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 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.*

The response should show a clear structure which is logical and which uses language appropriate to the nature of a citizen's involvement in the democratic process.

Level 1 (1 mark)

*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 elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

There is a basic attempt to use appropriate terminology, but a clear structure is lacking.

(0 marks)

*No relevant response.*

**AO4**

Level 3 (3 marks)

*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.*

The response should look to ideas from other areas of the specification to enable a coherent answer. This may include the nature of a citizen's involvement in the democratic process at a local and/or national level and will use examples from a range of citizenship sources. This may include examples of democratic involvement and may use illustrations from other units such as work on Active Citizenship completed for CIST2 or CIST4.

Level 2 (2 marks)

*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.*

There will be more limited links to other areas.

Level 1 (1 mark)

*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.*

Answers demonstrate a basic ability to draw ideas and concepts from other areas with little or no development or explicit link to the question set.

(0 marks) *No relevant response.*

**0 8** Critically assess the extent to which MPs are representative of the UK population. **[25 marks]**

**AO1**

Level 3 (4-5 marks) *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.*

Responses may discuss what is meant by the term 'representation' in order to discuss whether MPs are generally representative of their constituents.

Students will clearly explain the current composition of the House of Commons in terms of gender, socio-economic background, ethnicity and age. They may consider differences in the make-up of MPs in different political parties and mechanisms in place to attempt to redress the balance of party candidates such as party quotas, A-lists and women-only short lists.

Responses may refer to differences between the political parties in attempting to ensure diverse representation: for example, Labour MPs are more diverse in ethnicity and gender than Conservative MPs, and the Conservative and Labour parties are more pro-active than the Liberal Democrats in widening their composition.

Students may note that the gender balance of MPs has improved, so that currently one in five, or almost a quarter of, MPs are female. They may also consider that the number of ethnic minority MPs has risen: slightly over 4% of MPs are from non-white ethnic origins and there are now 27 ethnic minority MPs. Responses may also point out that the majority of MPs are aged between 40 and 59 years of age.

Responses may refer to the educational background of MPs and point out that around 34% of MPs attended private fee-paying schools: they may make comparisons between different political party membership. Students may recognise that the vast majority of MPs were university educated, a quarter of them at Oxbridge.

Answers may refer to the professional background of MPs, noting that most have had careers in business, finance, law or other professions.



Students may raise the issue that there are only a few disabled MPs, for example David Blunkett.

**Note:**

1. Not all the above is necessary for a Level 3 response.
2. Credit other relevant material including material from other sections of the specification.
3. Responses that write about MPs being ‘representatives’ of the electorate/constituency at most a Level 2 mark. This also applies to responses relating solely to the electoral system.

Level 2	(2-3 marks)	<p><i>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.</i></p> <p>Answers will show good development but may still only consider a few aspects of the issues involved, or give a more limited consideration of a greater range.</p>
Level 1	(1 mark)	<p><i>Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.</i></p> <p>Responses will show a more limited knowledge and understanding of the diversity of MPs representing the population.</p>
	(0 marks)	<p><i>No relevant response.</i></p>

**AO2**

Level 3	(6-8 marks)	<p><i>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 detailed assessment of their validity.</i></p> <p>The response will expand on the points made in AO1 and will discuss in depth how representative MPs are of the general public. They may relate this to specific constituencies or take a more general approach, for example commenting on the fact that women comprise half the population, but account for less than a quarter of MPs. They may give reasons for such discrepancies such as parliamentary hours, family commitments, glass ceiling, etc.</p> <p>Students may consider the question of who MPs represent in terms of whether they represent constituents or their political party, or indeed the sponsors of the political party such as trade unions</p>
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or corporate business. Students may consider how far socio-economic composition matters, especially as MPs tend to be tied to party whips and perfect socio-economic representation is not possible.

Students may analyse the socio-economic and educational make-up of MPs and compare this with the general population: they may conclude that in this respect, they are unrepresentative of the average population. They may comment on the need for those with responsibility for government to be well educated and capable of using their intellectual talents in the service of their constituents.

Responses may consider different areas of the UK, such as urban, rural, industrial, deprived, etc, and consider how well the respective MPs represent their constituencies. They may also discuss their ability to understand and relate to the problems of their constituents.

Students will reach an evaluative conclusion, commenting on the extent to which MPs are representative of the general population.

Level 2 (3-5 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. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.*

Answers will begin to show a more developed response either through in-depth analysis or a more limited range of examples, or in limited depth but with a greater range.

Level 1 (1-2 marks) *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.*

Answers will have a limited range of examples which show limited development and lack analysis.

(0 marks) *No relevant response.*

**AO3**

Level 3 (3-4 marks) *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 student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

		Answers should show a clear structure which is logical, which uses appropriate terminology and which considers both sides of the argument posed by the question.
Level 2	(2 marks)	<i>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.</i>
		Answers will show a more limited structure and use of appropriate terminology relating to MPs and how representative they are.
Level 1	(1 mark)	<i>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 elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i>
		Answers will show a basic ability to use appropriate language and will have a limited structure.
<b>AO4</b>	(0 marks)	<i>No relevant response.</i>
Level 3	(6-8 marks)	<i>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.</i>
		Answers will use a range of relevant points and examples from other areas of the specification such as CIST2 and CIST4 to produce a coherent and well-argued response which relates to the issues raised by the question.
Level 2	(3-5 marks)	<i>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.</i>
		Answers will show knowledge and ideas from other areas of the specification. Students will draw concepts and examples from a range of citizenship sources and will construct an answer that responds to the issues raised in the question.
Level 1	(1-2 marks)	<i>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.</i>
		Answers will show a limited ability to use knowledge and ideas

(0 marks) from other areas, such as giving a brief example linking to other areas.  
*No relevant response.*

**0 9** Explain and evaluate the main roles of Parliament. **(15 marks)**

**AO1**

Level 3 (3-4 marks) *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.*

Students may first explain the main elements of Parliament and briefly refer to the composition of the House of Commons, House of Lords and the role of the monarch.

The main roles of Parliament:

- scrutinising the work of the government and holding it to account (scrutiny and accountability)
- debating and passing all laws (legislation)
- representation of the electorate
- authorising taxation and government expenditure (taxation and expenditure)
- the House of Commons representing citizens as the elected chamber of Parliament
- discussion of domestic and global issues such as the prelude to the Iraq war (deliberative function).

Students should refer to the role of Parliament in scrutinising the work of government and, under the convention of Ministerial responsibility, holding ministers to account. Students may refer to scrutiny taking place during Ministers' and Prime Minister's question time, through questions raised by the Opposition, and by work in select committees. In addition, students may refer to scrutiny taking place in the House of Lords both on and off the floor, ie in the Chamber or in select committees, and the role of Parliament in checking and challenging the work of government.

Students may refer to the representation of the electorate by their constituency MP, his/her duty to voice the concerns of constituents and promote the good of their constituency.

Responses will include reference to the legislative process and the role of Parliament to debate and scrutinise legislation put forward by the government or private members' bills. Students may include stages in the passing of an Act of Parliament both in the House of Commons and House of Lords, and refer to the work of whips,

voting and the role of the Crown in the Royal Assent. Students may refer to parliamentary sovereignty and acknowledge Parliament as the supreme legislative authority in the UK.

Students may refer to the role of Parliament in authorising taxation and expenditure to enable the running of the state. They may refer to the role of the House of Commons in debating and approving the annual budget in the form of a Finance Act.

**Note:**

1. Not all of these are necessary for full marks.
2. Other relevant and accurate issues raised will be credited.

Level 2 (2 marks)

*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.*

Answers should reveal a good level of knowledge and understanding of the issues outlined above. Responses may refer to one issue only or may cover several issues in less depth.

Level 1 (1 mark)

*Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.*

Answers will show a limited knowledge and understanding of the concepts of the role of Parliament.

(0 marks)

*No relevant response.*

**AO2**

Level 3 (5-6 marks)

*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.*

Responses will develop the points made in AO1 above and may comment on the necessity for Parliament to challenge and scrutinise the work of government. They may give examples such as changes to education and the NHS. Students may comment on question time, work in select committees and the expertise offered by the House of Lords.

Students may comment and evaluate the system for passing an Act of Parliament and refer to the power of a strong majority government to pass legislation on sheer weight of numbers, such as in the Blair administration. Reference may be made to the

relationship between the House of Commons and the House of Lords and the power of the House of Commons to overrule the Lords if necessary by means of the Parliament Acts 1911 and 1949. Responses may include reference to the importance of parliamentary sovereignty and the expression of democracy outlined in the legislative programme.

Students may consider and evaluate Parliament's role in approving the work of government in relation to the raising of finance and taxation and may give examples of austerity measures, VAT increases and fiscal policies.

Responses may comment on the various roles of the House of Commons, such as constituency representation, law making and fiscal duties: they may compare them with the roles of the House of Lords and may note overlaps in roles and duties such as scrutiny and revision of proposed legislation.

Students may consider how effectively Parliament's roles are carried out in practice, given the whipping system which arguably reduces MPs to 'lobby fodder', largely unable to hold ministers to account in the face of collective responsibility and party discipline.

**Note:**

1. Not all of these are necessary for full marks.
2. Other relevant and accurate evaluative and analytical material will be credited.

Level 2 (3-4 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. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.*

Answers will begin to show a developed response either through in-depth analysis of fewer issues or in more limited depth but with a greater range of examples. Responses will include comment on the roles of Parliament and the relationship between the elements of Parliament.

Level 1 (1-2 marks) *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 opinions, ideas and arguments is implied rather than stated.*

Responses will show a limited range of examples and little or no evidence of the skills of analysis or evaluation of the issues.

(0 marks) *No relevant response.*

**AO3**

Level 2 (2 marks)  
and 3

*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 elements relate to citizenship participation. The response should be legible and there may be occasional errors of spelling, punctuation and grammar.*

The response should show a clear structure which is logical and which uses appropriate terminology relating to the roles of Parliament. In evaluation, students may draw upon specific examples to illustrate their answer.

Level 1 (1 mark)

*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 elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Answers show some basic attempts to use appropriate terminology and a limited discussion.

(0 marks)

*No relevant response.*

**AO4**

Level 3 (3 marks)

*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.*

The response should look to ideas from other areas to enable a coherent answer. This may include examples which link to other areas of study, and answers may use illustrations from other units such as work on Active Citizenship completed for CIST2 or CIST4.

Level 2 (2 marks)

*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.*

There will be a limited attempt to link to other areas of study.

Level 1 (1 mark)

*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.*

There will be only basic attempts to link to other areas.

(0 marks)

*No relevant response.*

**1 0**

'It is becoming increasingly difficult to distinguish between the ideologies **and** the policies of the major UK political parties.'

Critically assess this statement.

**[25 marks]**

**AO1**

Level 3 (4-5 marks)

*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.*

Responses will clearly explain that there are three main political parties in the UK, namely the Conservative, Labour and Liberal Democrat parties. Students may describe and briefly explain the history of each of these political parties and may refer to the following:

*The Conservative Party* traces its origins to the supporters of James II in the seventeenth century when they were named Tories. Students may include a discussion of whether Conservatism is pragmatism or ideology and if ideology, whether or not it is an ideology of class rule, together with key elements of Conservative thought such as organic nature of society and hierarchy. Different strands of Conservatism may be explained and discussed, such as One Nation.

Responses may explain that Conservatism traditionally espouses gradual change: it may be described as centre right and traditionally represents business interests and employers, but after the defeat of Labour in 1979, the party followed a monetarist economic programme under Margaret Thatcher as Prime Minister and the party became known for its free market approach, privatisation programme and Euroscepticism. These policies became unpopular and the Conservative party suffered a huge defeat by the Labour Party in 1997. David Cameron became party leader, and subsequently Prime Minister in 2010. He vowed to reform and modernise the party, focusing on environmental and social issues, reform of representation and reduction of taxation.

However, the economic recession which started in 2008 led to policies relating to austerity and government cut-backs alongside reforms in education and the National Health Service. Cameron has a vision of the Big Society in which citizens volunteer to assist in society and perform services which can no longer be government funded.

*The Labour Party* emerged in 1900, started by trade unionists, working people and socialists as a parliamentary pressure group, and grew to a party of the masses in the 1920s and 1930s. The first Labour government was formed in 1924 and achieved major



social change in the 1940s with the introduction of the Welfare State including the National Health Service.

Students may attempt to explain the term socialism and debates surrounding Clause 4.

It is a centre left party which has moved towards the centre since its left wing origins. The Labour party was in power under the leadership of Tony Blair and Gordon Brown from 1997 until 2010 under the badge name of New Labour. The party currently styles itself as a democratic party and has advocated socialist policies such as public ownership of key industries and government intervention in the economy with increased rights for workers and welfare benefits. From the late 1980s under New Labour, free market policies have been adopted and there have been so many ideological changes during recent years that it is now difficult to describe the party as 'socialist': it is no longer so closely allied with trade unions and has dropped its public ownership policies.

*The Liberal Democrat Party* is a social liberal party which advocates constitutional and electoral reform, European integration, cultural liberalism, freedom, human rights and civil liberties. It was formed in 1988 by a merger of the Liberal Party and the Social Democratic Party, although there had been a political alliance prior to then.

The Liberals had been a political party for over a hundred years with policies of laissez faire and lack of government intervention. Students may refer to different types of liberalism such as classical and New Liberalism. In 2010, the party formed a coalition government with the Conservative Party, with the Lib Dem leader Nick Clegg serving as Deputy Prime Minister.

Responses may note that the policies of the three major parties have converged in recent years with, for example, all parties concerned with austerity measures but with different policies and ways of implementing them.

**Note:**

1. Not all the above is necessary to gain a Level 3 answer, in particular, party history.
2. At least two political parties must be discussed in order to gain a Level 3 answer.
3. Credit other relevant material.

Level 2 (2-3 marks)

*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.*

Answers will show a good knowledge and understanding but may



		only consider lesser aspects, or a more limited consideration of a greater range, but must include reference to at least two political parties.
Level 1	(1 mark)	<i>Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.</i>
		Responses will allow a more limited knowledge and understanding of the ideology and policies of the main political parties.
	(0 marks)	<i>No relevant response.</i>
<b>AO2</b>		
Level 3	(6-8 marks)	<i>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.</i>
		The responses will discuss in depth the ideologies and policies of the main political parties in the UK, expanding points raised in AO1.
		They may make an argument that because New Labour moved more toward the centre and because the Conservatives under the leadership of David Cameron also appear to have moved towards the centre, neither party is representative of its origins so social change and economic recession have led to the two major parties appearing to have a similar outlook. Students may point out that the Labour party is no longer dominated by strong trade unions and its policies do not necessarily favour the working classes or promote state ownership. Many observers argue that Labour is no longer a socialist political party.
		Responses may denote differences in policies between the major political parties which may cause divisions between them or indeed within a political party, eg their stance on European Union and continued membership.
		Students may comment that personalities now play a large role in politics and may become more important than policies. They may note that the Liberal Democrats have not been able to implement some of their policies, for example university fees or European integration whilst serving in the coalition government.
		Students may discuss social change which has eroded the class-based political parties of the mid twentieth century. This has promoted convergence between the Labour and Conservative parties and increased the fragmentation of the political party system.

		<p>Responses may take the opposite viewpoint, that the major parties are distinct in both ideology and policies, and may make an argument with examples to support such views.</p> <p>Students may explore the links between ideology and policy: for example, Conservatives' tendency towards pragmatism necessitated by electoral considerations, tension between socialism and trade unions' 'Labourist' demands and ideological hijacking of economic liberalism by the Thatcherite wing of the Conservative Party. They may consider the extent to which the electoral system and the need to win 'the middle ground' at general elections has contributed to policy convergence.</p> <p>Students will reach a reasoned conclusion based on the evidence they have adduced in their answer.</p>
Level 2	(3-5 marks)	<p><i>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.</i></p> <p>Answers will begin to show a developed response either through in-depth analysis of a more limited range of examples or in limited depth but with a greater range.</p>
Level 1	(1-2 marks)	<p><i>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 view, opinions and arguments is implied rather than stated.</i></p> <p>Answers will have limited range of examples which show limited development and lack analysis.</p>
	(0 marks)	<i>No relevant response.</i>
<b>AO3</b>		
Level 3	(3-4 marks)	<p><i>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 student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.</i></p> <p>Answers should show a clear structure which is logical, which uses appropriate terminology and which considers both sides of the argument.</p>
Level 2	(2 marks)	<i>A range of information is selected and organised from which arguments are developed. The response makes good use of</i>

		<p><i>appropriate citizenship terminology. Where appropriate, the response indicated 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.</i></p> <p>Answers will show a more limited structure and use of appropriate terminology relating to political parties.</p>
Level 1	(1 mark)	<p><i>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 elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i></p> <p>Answers will show a basic ability to use appropriate language and will have a limited structure.</p>
<b>AO4</b>	(0 marks)	<p><i>No relevant response.</i></p>
Level 3	(6-8 marks)	<p><i>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.</i></p> <p>Answers will use a range of relevant points and examples from other areas of the specification such as CIST2 and CIST4 to produce a coherent and well-argued response which relates to the issues raised by the question.</p>
Level 2	(3-5 marks)	<p><i>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.</i></p> <p>Answers will show knowledge and ideas from other areas of the specification. Students will draw concepts and examples from a range of citizenship sources and will construct an answer that responds to the issues raised in the question.</p>
Level 1	(1-2 marks)	<p><i>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.</i></p> <p>Answers will show a limited ability to use knowledge and ideas from other parts of the specification, such as giving a brief example linking to other areas.</p>
	(0 marks)	<p><i>No relevant response.</i></p>

- 1 1** Explain and comment on the role of **either** pressure groups **or** the media in holding elected representatives in the UK to account for their actions. **[15 marks]**

**AO1**

- Level 3 (3-4 marks) *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.*

Answers are characterised by excellent knowledge and understanding of how either pressure groups or the media hold elected representatives to account. Indicative content may include:

*Pressure groups:* Answers will include an explanation of the nature of pressure groups, including insider and cause pressure groups, charities and professional lobbyists, and will give examples of influential pressure groups such as Greenpeace, Amnesty International, 38 Degrees, Stop the War Coalition, NSPCC or CBI. They will give examples of the kinds of campaigns conducted and methods used to lobby MPs, MEPs, local councillors or assembly members including advertising, e-petitions, social networking sites, protests and demonstrations, etc. Specific examples may include lobbying by ASH to promote anti-smoking legislation enacted in 2007, the work by the League Against Cruel Sports leading to the Hunting Act 2005 or the failure of Stop the War Coalition to prevent the Iraq war of 2003. Other methods may include use of celebrities such as Joanna Lumley bringing pressure to bear on the appropriate government minister to allow veteran Gurkha soldiers to settle in the UK, and Jamie Oliver's school dinner campaign. Other historical campaigns such as the Suffragette movement may be referred to.

Pressure groups may raise public awareness on particular issues leading to the formation of public opinion: they may thus affect decisions made by elected representatives to be in tune with their constituents. Students may explain that large and well organised pressure groups may put forward collective opinion and bring pressure to bear on the government, local government or individual elected representatives, possibly affecting election outcomes.

Students may refer to use of the media, including social networks in order to promote their campaigns and the effect of substantial e-petitions which cause the issue to be addressed in parliament.

*The media:* Students will give an explanation of what is meant by the media, namely television, the press, internet social networking sites including newspaper forums, bloggers, radio, political and

current affairs magazines, etc. Answers may describe the power of the media in influencing public opinion which may affect election or by-election results. Students may point out that broadcasting media must be politically neutral and must include input from all major political parties in election campaigning, but that newspapers may be politically biased and also contain political cartoons which comment on the performance of leading politicians and may affect public opinion.

Students may give examples such as the MPs' expenses scandal, originally exposed by The Guardian and subsequently publicised by The Daily Telegraph newspapers, which led to several prosecutions and/or repayment of fraudulent expenses; or reporting on the government's handling of international crises such as the war in Syria and terrorism.

**Note:**

1. The above are given as examples only.
2. Other relevant material may be credited.
3. For students who cover both pressure groups and the media (rubric infringement), credit only the better of the responses and not both, showing marks attained for each.

Level 2 (2 marks)

*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.*

Students will show a good level of knowledge and a clear understanding of the role of either pressure groups or the media in holding elected representatives to account.

Level 1 (1 mark)

*Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.*

Answers will show basic knowledge and understanding of either pressure groups or the media's role in holding elected representatives to account.

(0 marks)

*No relevant response.*

**AO2**

Level 3 (5-6 marks)

*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.*

Responses will explain the concept of holding the government or other elected representatives to account for policies, actions or lack of response. Answers will expand on the examples raised in AO1 and will comment on the significance and impact of the role of either pressure groups or the media in bringing elected representatives to account. Students will analyse and evaluate the benefit or otherwise of having powerful pressure groups and media affecting government or individual elected representatives and reach a reasoned conclusion based on the evidence they have adduced in their response. They may consider the concept of bringing an elected representative to account by, for example, asking questions, generating publicity and making the public aware of the elected representative's actions, behaviour or failure to act. This may ultimately result in the representative's resignation.

For pressure groups, students may consider how insider groups participate in the consultation stage of proposed legislation, thus bringing elected representatives to account for their actions and also raising awareness of controversial proposed legislation, eg 38 Degrees and NHS reforms.

For the media, students may consider the power of the media in the light of the Leveson Report, how elected representatives are held in the spotlight by the press and television and are thus answerable to the general public for their actions or attitudes. They may consider the power of the media to sway public opinion, especially leading up to a general election or by-election.

Level 2 (3-4 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.*

The response contains good evidence of the skills of analysis and evaluation of the issues relating to either pressure groups or the media.

Level 1 (1-2 marks) *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, view, opinions, ideas and arguments is implied rather than stated.*

There is little or no evidence of analysis or evaluation and examples may be omitted.

(0 marks) *No relevant response.*

**AO3**

Levels 2 (2 marks) *A range of information is selected and organised, from which*

and 3 *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.*

The response should show a clear structure which is logical and which uses appropriate terminology relating to how pressure groups or the media hold elected representatives to account. In evaluation, students may draw on specific examples to illustrate their answer. They may draw upon their own observations.

Level 1 (1 mark) *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 elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

The response makes some basic attempts to use appropriate terminology and makes a limited attempt at evaluation.

(0 marks) *No relevant response.*

**AO4**

Level 3 (3 marks) *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.*

Students will draw upon the concepts of either pressure groups or the media holding elected representatives to account and will use examples from a range of citizenship sources. They will demonstrate an excellent ability to use material and ideas from other areas to enable a coherent answer that responds to the issues raised in the question.

Level 2 (2 marks) *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.*

There will be a more limited attempt to link to other areas of study and the response may not raise all the relevant issues.



Level 1 (1 mark) *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.*

Responses will show a basic attempt to link to other areas.

(0 marks) *No relevant response.*

**1 2** 'The "first past the post" (FPTP) electoral system is no longer fit for purpose.'  
Critically assess this statement. **[25 marks]**

**AO1**

Level 3 (4-5 marks) *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.*

Responses should clearly explain the 'first past the post' (FPTP) electoral system in terms of 'winner takes all', or simple majority voting, or plurality voting. For the purposes of general elections, Britain is divided up into single member constituencies. Each party that wishes to contest the constituency (also known as a seat) must put forward one candidate or representative to stand.

FPTP voting takes place in single-member constituencies when voters place a cross beside the name of their chosen candidate, and the candidate with the most votes gains the seat in Parliament. All other votes are not seen to count.

Students may show knowledge of other electoral systems such as the Alternative Vote and forms of proportional representation by way of contrast with FPTP. They may refer to the referendum held in 2012 regarding alternative voting which resulted in a large majority in favour of retaining FPTP (or they may possibly refer to the forthcoming Scottish referendum).

Level 2 (2-3 marks) *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.*

Answers are characterised by a good level of knowledge and understanding of the FPTP electoral system and will include examples.

Level 1 (1 mark) *Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and*

*understanding to citizenship issues and identify connections.*

Responses will show a more basic knowledge and understanding of the issues raised and may have limited or no examples.

(0 marks) *No relevant response.*

**AO2**

Level 3

(6-8 marks)

*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.*

Responses will be fully developed: they will discuss the issues raised in AO1 and will explain the disadvantages of FPTP which may include:

- it is unfair, as a substantial body of opinion is not represented in the final result and a party may gain a clear majority without popular support, eg the Conservatives winning the 1951 general election, when Labour won the most votes
- it encourages tactical voting as voters are encouraged to vote for the candidate most likely to win, even if not their preferred option
- tactical voting can also take the form of voting 'against' a candidate to attempt to prevent that candidate being successful
- it is disproportional to the actual overall percentage of the votes cast, whereas with proportional representation, minority parties may gain a few seats
- the system makes it difficult for minority parties to gain parliamentary seats and be represented in parliament as they are extremely unlikely to win the most votes
- the FPTP electoral system encourages safe-seat constituencies: those who do not wish to vote for the sitting candidate may feel it is not worth voting, so turnout can be lower.

Students will also consider the advantages of FPTP, such as:

- it usually ensures a clear majority for one party (the 2010 election was an exception and in February 1974 there was a minority government)
- FPTP enhances links between constituencies and representatives. In this respect, there can be greater geographical accountability with FPTP voting
- FPTP is also fairly straightforward. It does not take that long to tally all the votes so the results of FPTP elections can be declared fairly quickly
- it is a tried and tested system.

Students will consider both advantages and disadvantages of the

FPTP system, reaching a reasoned conclusion with analytical and evaluative perspective.

**Note:**

1. The above are given as examples only.
2. Credit other relevant material, such as outlining disadvantages by explaining how other electoral systems overcome the problems of FPTP.
3. Level 3 responses should consider both advantages and disadvantages of the FPTP system.

Level 2 (3-5 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. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.*

Students will begin to show a developed response either through in-depth analysis of a more limited range of examples, or a limited depth but with greater range.

Level 1 (1-2 marks) *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.*

Answers have a limited range of examples which show limited development and are lacking in analysis and evaluation.

(0 marks) *No relevant response.*

**AO3**

Level 3 (3-4 marks) *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 student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

Answers should show a clear structure which is logical, which uses appropriate terminology and considers both sides of the argument posed by the question.

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 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.*

Answers will show a limited structure and use of appropriate terminology.

Level 1 (1 mark)

*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 elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Answers will show a more basic ability to use appropriate language and will have a more limited structure.

(0 marks)

*No relevant response.*

**AO4**

Level 3 (6-8 marks)

*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.*

Students will draw upon the concepts of the voting system and use examples from a range of citizenship sources in order to produce a coherent and well-argued response which relates to the issues raised by the question. Responses will demonstrate an excellent ability to synthesise from different resources and construct an argument.

Level 2 (3-5 marks)

*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.*

Answers will show an ability to link into other areas of the specification and give examples.

Level 1 (1-2 marks)

*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.*

Answers will show a limited ability to use knowledge and ideas from other areas, such as a brief example linking to another part of the specification.

(0 marks)

*No relevant response.*

**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 (odd- numbered questions)</b>	<b>Marks allocated by Assessment Objective (even- numbered questions)</b>	<b>Marks allocated by Assessment Objective (odd- numbered questions)</b>	<b>Marks allocated by Assessment Objective (even- numbered questions)</b>	
<b>AO1</b>	4	5	4	5	18
<b>AO2</b>	6	8	6	8	28
<b>AO3</b>	2	4	2	4	12
<b>AO4</b>	3	8	3	8	22
<b>Total</b>	<b>15</b>	<b>25</b>	<b>15</b>	<b>25</b>	<b>80</b>