

A-LEVEL CITIZENSHIP STUDIES

CIST4/Global Issues and Making a Difference
Mark scheme

2100
June 2014

Version 1.0 Final

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

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

Further copies of this Mark Scheme are available from aqa.org.uk

The following indicative content is to be used in conjunction with the Generic Mark Band guidance *which is provided in italics*. In addition to the indicative content detailed here, all relevant responses will be given credit.

SECTION A

0 1	Examine the effectiveness of the European Court of Human Rights in protecting human rights in the UK.	[15 marks]
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AO1 (4 marks) **Knowledge and Understanding**

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.*

The answer should show a clear understanding of the role the European Court of Human Rights (ECtHR) in protecting human rights in the UK.

The ECtHR is part of the Council of Europe, which, although it includes all members of the EU, also includes almost all other states in Europe including Russia. Based in Strasbourg, it deals only with claims about breaches of the European Convention on Human Rights (ECHR) from individual citizens against their governments. The UK Human Rights Act (UK HRA) derives from the ECHR. The Supreme Court of the UK acts as the final court of Appeal in the UK for alleged breaches and grants permissions for appeals to the ECtHR.

Students should know that the ECtHR is not an institution of the EU and at this level its role should not be confused with that of the European Court of Justice (ECJ), which is based in Luxembourg and interprets EU law.

Recent treaty changes have made the EU a member of the Council of Europe in its own right, so it can both be accountable to and defend appeals to the ECtHR. This could make it legally impossible for the UK to withdraw from the jurisdiction of the ECtHR without also leaving the EU. In outlining the nature of the ECtHR responses may be based upon case studies.

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.*

There may be some confusion regarding the roles of the ECtHR, the ECJ and the UK HRA. Responses may include partial accounts of case studies.

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 may be rather generic and may be equally applicable to other organisations. There may be confusion regarding the relationship between the UK and the various European institutions.

(0 marks) *No relevant response.*

AO2 (6 marks) **Analysis and Evaluation**

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.*

Answers will contain a detailed analysis (which may or may not use case studies) and an explicit evaluation of the effectiveness of the ECtHR in protecting human rights in the UK. At this level, the focus needs to be clearly on the impact in the UK and typically three or more relevant evaluative points could be expected. However, a trade-off between breadth and depth is acceptable.

Any evaluation needs to relate specifically to the impact on the UK. It may be concluded that the way in which the organisation concerned functions is actually detrimental to protecting human rights, for example because of judgements which appear to undermine actions by the UK government which aim to protect rights of the majority of citizens.

Answers may refer to the cost and delays involved in taking cases to the ECtHR, together with the lack of opportunities for individuals to challenge EU (as opposed to national) legislation affecting human rights. They may argue that the Supreme Court in the UK could more effectively protect human rights within the UK than the ECtHR.

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 give a more generic analysis, with points that are not specific to the UK. Typically, expect two valid points or one point well developed.

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.*

Any analysis may be implied within the description of a case study rather than stated explicitly. Any evaluative points made may be vague and generalised.

(0 marks) *No relevant response.*

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

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.*

Students use terminology regarding institutions appropriately. They develop an argument which leads to a clear evaluation regarding the impact of the organisation on the protection of human rights in the UK.

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

Terminology and any argument may be confused.

(0 marks) *No relevant response.*

AO4	<i>(3 marks)</i>	Synthesis
Level 3	<i>(3 marks)</i>	<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>The response may make effective use of appropriate case study materials. There may also be links to other areas of study such as the structure of the Council of Europe and the EU, the European Convention on Human Rights (ECHR), the UDHR and the role of UN and other international bodies, including campaign groups such as Amnesty International and Liberty in the UK.</p> <p>The relationship between these courts and the Supreme Court in the UK can be credited here, as can any discussion of the role of the UK Human Rights Act and the proposal for a UK Bill of Rights.</p> <p>Recent high profile case studies of appeals to the ECtHR (such as the extradition of Abu Qatada and others) should only be credited at this level if used appropriately. The same proviso applies to the issue of the ECtHR judgment regarding prisoners' votes.</p>
Level 2	<i>(2 marks)</i>	<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>There may be reference to one or more case studies and/or attempts to link with other areas which may be a little confused.</p>
Level 1	<i>(1 marks)</i>	<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>Case study material and other links may be rather tangential to the question.</p>
	<i>(0 marks)</i>	<i>No relevant response.</i>

0 2 'The European Convention on Human Rights is no longer relevant and needs to be replaced.' Critically evaluate this statement. **[25 marks]**

AO1 (5 marks) **Knowledge and Understanding**

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.*

Answers should show some detailed knowledge of the European Convention on Human Rights (ECHR): and a clear understanding of its aims and historical context are expected at this level. This could include reference to the post WW2 consensus on human rights; the role of the UN; the Universal Declaration of Human Rights (UDHR); role of the Council of Europe, role of Winston Churchill; the challenge of communism etc. Students may also be credited for their knowledge of specific articles of the Convention. Responses may make reference to the Conservative Party manifesto/policies to introduce a UK Bill of Rights to supersede the ECHR.

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.*

Knowledge of the context of the ECHR may be less detailed and content of the Convention may lack clarity.

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.*

Knowledge of the ECHR is present but contextual understanding may be limited and/or content lacking.

(0 marks) *No relevant response.*

AO2 (8 marks) **Analysis and Evaluation**

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.*

The question specifically requests an evaluation of the statement so answers should make explicit reference to it.

Students may examine the claim that the ECHR is no longer appropriate and leads too often to the protection of the rights of the perpetrators of crimes that have impacted on the basic rights of innocent citizens. Stronger answers may point out that the ECHR focuses on certain rights to the exclusion of others and that this can lead to apparent breaches of natural justice. They may also claim that the lack of any reference to the responsibilities of citizens leads to a lack of balance. Responses may refer to contentious cases i.e. the rights of prisoners to vote.

An analysis may point out that some critics claim that the problem is the way in which the ECtHR interpret the convention rather than the convention itself. Credit can be given to points raised in Q1 only if they are clearly contextualised in terms of the debate surrounding the ECHR’.

Stronger answers should refer to an understanding of the context of the ECHR within the post-war consensus on the universality of Human Rights and the nature of its relationship to the UDHR; the European Court of Human Rights (ECtHR); the Council of Europe; and the EU.

An analysis of the case for or against a UK bill of rights could also be credited here, although background knowledge of the debate itself should be credited under AO4.

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.*

Analysis may be more superficial and perhaps less well informed. The evaluation may be rather less well supported by analysis and may not directly address the statement.

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.*

Any analysis could be implicit in the description of a case study and any evaluation may be rather tangential to the statement.

(0 marks) *No relevant response.*

AO3 (4 marks) **Communication and Action**

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.*

There should be a clear conclusion in relation to the statement. ‘Relevant’ may be interpreted by the student as relevant for the current situation and/or relevant for the protection of the human rights of all UK citizens. Alternative interpretations can be accepted provided that the argument is coherent and relevant to the statement.

An argument for or against the proposal for a UK Bill of Rights can also be credited here. However, it should be possible to gain maximum AO3 marks solely for a discussion focused on the need to replace the ECHR.

Students could argue that the ECHR does not need to be replaced because it is derived from the UDHR and embodied in the UK Human Rights Act (HRA). They may say that many of the perceived abuses by terrorists, criminals and others can be regarded as consequences of the lack of reform of the ECtHR rather than the Convention itself.

Arguments that just consider the role of the ECtHR (court itself) should not be credited.

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.*

Students will use terminology and/or materials appropriately to structure an argument relevant to the statement. Any conclusion may lack clarity and/or evidence.

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

Argument may be superficial or non-existent: answers may just paraphrase the statement in the question and lack a coherent conclusion.

(0 marks) *No relevant response.*

AO4 (8 marks) **Synthesis**

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.*

Answers may link to CIST1 concerning the role of the relationship between the ECHR, the UK Human Rights Act and the UK Supreme Court. Material from CIST2 regarding the impact of the EU on life in the UK and from CIST3 on the international role of the EU can only be credited at this level if it is made relevant to the argument presented.

There could be some analysis of case studies involving the application of ECHR and/or other forms of evidence to construct a coherent argument. There could be some duplication of case study material from Question 1: this can be credited at this level provided that it is contextualised in terms of the ECHR and it is clearly relevant to the argument presented.

Additional knowledge regarding recent proposals for a UK Bill of Rights as an alternative to the ECHR can be credited under AO4.

Students may use the historical context of the origin of the ECHR as part of an argument, perhaps to suggest that the concerns of those times are less relevant today. They may point out the central role of the UK in formulating the Convention and compare and contrast it with the UDHR.

The issue of relativity and changing understanding of human rights may also be credited if used appropriately. Answers may contrast those rights regarded as central in 1945 with those featured today. The balance between Rights and Duties introduced in CIST1 could also be considered here.

An awareness of the current debate regarding the proposal for a UK bill of rights can also be credited here, as can an appreciation of the ideological basis of some of the positions taken. Stronger answers may refer to the independent commission set up by the UK government to consider the issue which reported in 2012. The report was criticised because its members could not reach a consensus regarding the relationship between a UK Bill of Rights and the ECHR. Within the Coalition government, Lib Dems such as Nick Clegg clearly regarded it as an extension of the ECHR, whilst Conservative Ministers such as Chris Grayling seemed to regard it as an alternative. The devolved nations were generally unenthusiastic about any change and the issue itself is likely to be shelved until after the independence referendum in Scotland.

Maximum AO4 marks could be awarded even if answers do not refer to the UK Bill of Rights, provided that alternative material is used effectively.

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 may make use of some of the above points but they may be less coherent and arguments may be rather tangential to the question.

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 include some knowledge and ideas from other areas but this may lack relevance to the argument presented.

(0 marks) *No relevant response.*

OR

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Explain and comment on ways in which the terms 'genocide' **and** 'war crimes' have been used in conflicts since 1945.

[15 marks]

AO1 (4 marks) **Knowledge and Understanding**

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 should show a good understanding of the terms 'genocide' and 'war crimes' which may be implicit in the examples given.

Genocide is generally regarded as the most severe war crime and can be defined as acts committed with intent to destroy, in whole or in part, a national, ethnic, racial or religious group. The extent of 'in part' is subject to debate and interpretation.

War crimes are defined by the Geneva Convention as 'wilful killing, torture or inhuman treatment, including wilfully causing great suffering or serious injury to body or health, unlawful deportation or transfer or unlawful confinement of a protected person, compelling a protected person to serve in the forces of a hostile power, or wilfully depriving a protected person of the rights of fair and regular trial, taking of hostages and extensive destruction and appropriation of property, not justified by military necessity and carried out unlawfully and wantonly'. Examples of the above can be credited as knowledge of the term, but answers should refer to the role of some form of convention or international tribunal (such as the ICC or specific UN tribunals such as those set up for Rwanda, Yugoslavia, Congo, etc.) in determining a war crime.

Level 2 (2 marks) *Level 3 responses must cover both elements of the question. 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 at this level may demonstrate knowledge and understanding of the terms exclusively by use of examples, without reference to the role of international bodies and conventions. Both terms must be included.

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.*

Understanding may not go much further than providing a few examples, at least one of which must be post-1945. Only one term may be included.

(0 marks) *No relevant response.*

AO2 (6 marks) **Analysis and Evaluation**

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.*

Answers should provide an evaluation (probably based on the analysis of case studies) of the way in which both terms have been used post-1945. Although forms of the Geneva Convention existed before WW2, it was not really possible to prosecute individuals for the actions of those under their command during war until the establishment of the Nuremburg Trials.

Students should be aware of the contestable status of these terms. This could be demonstrated by use of examples where one side has claimed that a war crime was committed whilst the lack of clear evidence makes a prosecution unlikely.

Stronger answers may suggest that there will always be some political bias in accusations and in prosecution for war crimes. Critics have pointed out the inability of the International Criminal Court to prosecute powerful nations such as the USA and China.

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 contain some analysis using examples but may not refer to the contested use of the terms.

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>Any analysis is likely to be implicit in the description of examples.</p>
	(0 marks)	<i>No relevant response.</i>
AO3	(2 marks)	Communication and Action
Level 2 and 3	(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 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></p> <p>Answers use terminology and/or material appropriately to examine critically the use of both terms.</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 basic 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 unlikely to be any critical examination of both terms, although one may be attempted.</p>
	(0 marks)	<i>No relevant response.</i>
AO4	(3 marks)	Synthesis
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>The response could use established case studies of genocide such as those in Rwanda and former Yugoslavia, as well as in contested cases such as Darfur and events in Kenya in 2013. Examples of war crimes could be wide ranging but some reference should be made to international bodies such as the ICC in attempting to establish the legal status and likelihood of prosecution. Additional material regarding the role of the</p>

international bodies can be credited here: for example, the refusal of some nations such as Russia, Israel, US, India to recognise the ICC fully.

References to war crimes from WW2 and the Holocaust can only be credited if used to contrast with use post-1945 or as part of an historical overview (AO4).

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 should show appropriate use of case studies or other material.

Level 1 (1 mark) *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 may not make explicit the relevance of the material used.

(0 marks) *No relevant response.*

AND

0 4

'Individual citizens can bring about change in relation to abuses of human rights.'

Discuss this statement with reference to **two** recent case studies. You may also wish to refer to your own active citizenship participation, where appropriate.

[25 marks]

AO1 (5 marks) **Knowledge and Understanding**

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.*

Answers should show knowledge of specific citizen-led campaigns which attempt to effect change regarding any area of Human Rights. They should also show an understanding of the relevant existing human rights conventions/legislation and the methods used by individuals and groups to bring about change in this area.

They may show understanding by the use of two or more recent

case studies of successful and unsuccessful attempts to change human rights legislation, to draw attention to human rights abuses and/or to support individuals subject to human rights abuse. Case studies could include campaign by groups such as Amnesty International, Liberty, Human Rights Watch, etc., or an individual's attempts to challenge the law on assisted suicide, wearing religious symbols, abortion, etc.

Answers should show a more generic understanding of the issues and challenges involved in individual citizens and groups of citizens bringing about change in the field of human rights.

To be credited at this level, students do not have to have direct experience of the campaigns and issues which they mention.

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 may focus on a narrower range of rights, perhaps focusing on one specific case study in detail without demonstrating much depth of understanding of the wider issues involved. If only one case study is included, the answer is limited to this band.

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 be limited in scope and lack any depth of understanding.

(0 marks) *No relevant response.*

AO2 (8 marks) **Analysis and Evaluation**

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.*

Answers should provide an evaluation that clearly addresses the statement in the question. This should lead to a nuanced conclusion regarding the extent to which individuals and groups of citizens can effectively bring about change in areas involving human rights. Typically, answers will contain a discussion of more

than one human rights campaign: however, it is not essential that the student has been personally involved in any of the campaigns discussed.

However, students may use some analysis of their own citizenship participation to inform their evaluation. For example, they may comment on the problems involved in motivating a group of people with divergent views to work together on a citizenship task or they may reflect on the need for some research into or understanding of the legal and/or political aspects of an issue before attempting to take action.

Answers should show some analysis of the factors leading to the success or failure of attempts to bring about change in human rights issues. Equally, they should show an analysis of more than one specific case study and/or a more generic analysis of the effectiveness of citizen-led (ie non-governmental) organisations such as Amnesty International, Human Rights Watch, Liberty, etc.

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 provide some analysis of campaigns or/and organisations: however, the range may be narrower and reflection on their own active citizenship participation may be less effective. They may make generalisations based on their own participation out of context.

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.*

Analysis may be implicit in the description of a campaign, with no effective attempt to link with their own experiences.

(0 marks) *No relevant response.*

AO3 (4 marks) Communication and Action

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 appropriate terminology and case studies to construct an argument regarding any attempts to bring about change in relation to human rights issues. Responses could be able to draw upon experiences of participation to construct an argument.

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.*

Students use case studies and/or experiences of participation to structure an argument.

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

There may be little discernible argument but there should be some reference to participation or a case study.

(0 marks) *No relevant response.*

AO4 (8 marks) Synthesis

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.*

Responses should show a good grasp of Rights and

Responsibilities from CIST1. References may be made to the UDHR, ECHR, HRA (UK) and other rights. From CIST4, the role of the European Court of Human Rights and the changing understanding of human rights could be included.

From CIST2, material on pressure groups and campaign methods may be credited where relevant, together with CIST4 material on protection of rights and international law and organisations. Some discussion of different levels of citizenship participation from CIST2 could also be credited.

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.*

There will be some attempt to link to other areas of study and/or the issues above.

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.*

The relevance of the material used may not be clear.

(0 marks) *No relevant response.*

OR

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Analyse the effectiveness of attempts to resolve **one** recent international conflict.

[15 marks]

AO1 (4 marks) **Knowledge and Understanding**

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.*

Responses will show a detailed knowledge of attempts to resolve **one** recent (ie post-1945) international conflict. Answers should show a good understanding of the various mechanisms used by international bodies.

To be applicable, conflicts within nations should make the international element explicit, for example Syria's civil war should include references to the involvement of other countries. Northern Ireland would not really be suitable unless the US involvement was explicit.

Any knowledge and understanding arising from the student's chosen in-depth case study can be credited. If answers cover more than one conflict, credit the best one only.

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 partial knowledge of the case study and/or mechanisms used. The response may be rather generic but should still clearly relate to the conflict selected.

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 may be so generic as to make it difficult to identify features of the specific case study. There will be some inaccuracies or important omissions.

(0 marks) *No relevant response.*

AO2 (6 marks) **Analysis and Evaluation**

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 should present a clear evaluation of the effectiveness of the attempts to resolve the conflict identified, together with an analysis of the circumstances contributing to this. This could include a critique of the operations and structure of any international organisations involved.

Analysis should be detailed and relate clearly to the case study identified.

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.*

Some evaluation of effectiveness should be included: however, the analysis may be less comprehensive and the factors considered may be rather generic.

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.*

Any analysis may be implicit in descriptive material provided and may not lead to a clear conclusion about effectiveness.

(0 marks) *No relevant response.*

AO3	(2 marks)	Communication and Action
Level 2 and 3	(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 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></p> <p>Answers will use case study material appropriately to structure a critical examination of the effectiveness of interventions.</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 basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i></p> <p>Answers do not use evidence well to construct a coherent argument regarding effectiveness.</p>
	(0 marks)	<i>No relevant response.</i>
AO4	(3 marks)	Synthesis
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>Additional generic material on mechanisms of resolution and the role of international bodies such as the UN, EU, NATO, Arab League, African Union, etc., can be credited here if relevant.</p> <p>Other case studies used for comparative purposes as part of the discussion can also be credited. Pre-1945 material can only be credited if used for comparison with a more recent conflict.</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>There will be some links to other areas and/or appropriate use of additional case studies.</p>

- Level 1** (1 mark) *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.*
- Links may be rather tangential to the question.
- (0 marks) *No relevant response.*

OR

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With reference to a recent international conflict that you have studied, critically assess the main reasons why the conflict occurred.

[25 marks]

AO1 (5 marks) **Knowledge and Understanding**

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.*

Answers should demonstrate good knowledge of the circumstances leading to a specific international conflict. The reference to other international conflicts for comparative purposes can be credited under AO4.

'Recent' in this context is generally interpreted as post-1945. Students could discuss any of a wide range of conflicts: Syria, Mali, Rwanda, Bosnia, Libya, Afghanistan, Darfur, Iraq, Israel/Palestine, etc.

Reasons could include competition for limited resources; ethnic and religious differences; movements for civil rights and democracy; regional and global power struggles. Other valid reasons can 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 some understanding of possible reasons for a specific international conflict. Answers should give more than one reason.

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.*

The case study may be confused and/or provide a rather superficial reason for conflict.

(0 marks) *No relevant response.*

AO2 (8 marks) **Analysis and Evaluation**

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.*

An analysis of the case studied should identify any of the following reasons for conflict:

- competition between powerful nations for influence
- competition for limited resources (e.g. oil, food)
- the pressure from repressed populations or minority groups for more representation and basic human rights
- the inequalities of distribution of wealth and the means for survival within and between nations
- the competing claims for the same land or nationhood
- attempts to wipe out or displace distinct ethnic, religious or political groups.

Answers should give an evaluation of the relative importance of the principal reasons identified, at least with reference to the case study used.

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.*

The analysis of the case study may be more superficial, with discussion of two or more reasons. Alternatively, students may consider one reason in detail.

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.*

Any analysis may not go beyond identification of one reason.

(0 marks) *No relevant response.*

AO3 (4 marks) **Communication and Action**

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 will construct a coherent argument which clearly presents the case for one or more principal reasons for international conflicts, supported by evidence from a case study.

Answers should provide more than one reason when reaching a conclusion.

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.*

An argument is presented but may not be so convincingly supported by case study material. Answers may consider only one reason.

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

Any argument is not coherent or is implicit in the description of a case study.

(0 marks) *No relevant response.*

AO4 (8 marks) **Synthesis**

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.*

Answers may link to theories of globalisation, the world economic system, global poverty or human rights abuse from CIST4, or other appropriate theories from Politics or Sociology. The nature of democracy from CIST2 and the global village from CIST3 could also feature.

Students should use synoptic citizenship themes, such as the above, in constructing an argument regarding the principal reasons for conflict globally. The effective use of additional case studies to draw out these themes can be credited here.

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.*

There will be some attempt to link to other areas of study and/or use other case studies appropriately.

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.*

The relevance of the material used may not be clear.

(0 marks) *No relevant response.*

Section B

Note Throughout this section, the level of response will be determined by evidence of knowledge and understanding gained from research carried out, and how this is linked to knowledge of other areas.

EITHER

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'The average cost of a place on the National Citizen Service summer programme in 2012 was £1662'. Many critics of the scheme believe this to be a waste of taxpayers' money.
Assess the validity of this criticism.

[15 marks]

AO1 (2 marks) **Knowledge and Understanding**

Level 3 and 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 clearly indicate some detailed knowledge of the National Citizenship Service (NCS) programme and a basic understanding of the way in which it is delivered and funded.

Students could be expected to be aware that NCS funding is managed centrally whilst most other spending on services for young people comes from local authority budgets.

This should go beyond the information in the question and in the source material.

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 understanding of the NCS programme. Knowledge may be mainly source/question based.

(0 marks) *No relevant response.*

AO2 (2 marks) **Analysis and Evaluation**

Level 3 and 2 (2 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 effectively evaluate the criticism that this level of expenditure on each participant cannot be justified in the context of other demands on government expenditure. This will be based upon a relevant analysis of material from their research into the NCS.

Level 1 (1 mark) *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 some basic evaluation relevant to the justification of expenditure, which may not be supported from an analysis of research.

(0 marks) *No relevant response.*

AO3 (5 marks) **Communication and Action**

Level 3 (4-5 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.*

The answer should show a clear structure, which uses appropriate terminology and researched material to reach a clear conclusion regarding the justification of expenditure per participant in the current economic climate. Stronger answers may refer to the interim evaluation reports and the critiques made of these. The report on the 2011 pilot claimed that the scheme saved £2 for each £1 spent and therefore represented very good value for money, but the assumptions on which this is based are open to criticism.

The 2011 evaluation report provided the 'over £1,300' cost per participant. The tender document suggested a target figure of £1,300 or less for each place. However the interim evaluation report for 2012 indicated that this figure had in fact been exceeded and that the average was £1662. This provoked further criticism. Details of and links too these documents were provided in the pre-released Teachers Notes. The use of this additional evidence to support an argument should be credited here.

Students who have done their research will be aware that the original intention was that the scheme should be provided for all

school leavers, but this was regarded as prohibitively expensive by many commentators. Critics from some providers of services for young people have claimed that those unable to access this scheme would find that other youth services have often been cut, due to reductions in local authority budgets.

Students may present an argument which attempts to justify the expenditure. To be in this band, there needs to be effective use of research evidence demonstrating benefits for the individuals involved and their communities. They may also consider the long-term economic and societal impact of participation in voluntary work and the reduction in costs associated with youth offending.

Students may make use of relevant reflections upon their own experiences of this or other programmes for young people, including any community participation and voluntary work undertaken as part of their course.

Students should also use evidence from their own research into other young people's experiences of this and other schemes. Students in Wales (where the programme does not operate) could be expected to contrast the alternatives provided by the Welsh government with the English experience.

The NCS is run by local providers contracted to the Department of Education: although most providers are in effect charities, private companies can also be involved. Local government is not directly involved, although many of the contractors also provide services for local government. Local councillors are generally invited to participate in the latter stages.

Level 2 (2-3 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates 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.*

Students use their research appropriately (including reflection on their own or others' experience) to structure an argument relevant to the question.

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

		An argument may lack research evidence or the material used may be tangential to the question.
	(0 marks)	<i>No relevant response.</i>
AO4	(6 marks)	Synthesis
Level 3	(5-6 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>
		Responses should refer to overarching citizenship themes, such as the nature of active citizenship, the relationship between the citizen and the state and the division of responsibility between local, devolved and central government.
		Credit can be given here for answers which point out that the criticism is overly simplistic in assuming that money spent on the NCS from central government is directly linked with reductions in local government budgets. Decisions to cut spending on services for young people are generally taken by local councillors in the light of budget priorities.
		References to David Cameron’s use of the ‘Big Society’ concept could be credited here, as could the various critiques of this approach. The localism agenda and local democracy are also relevant here. Some reference to the current economic climate and cuts to local government services to young people could be expected.
Level 2	(3-4 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 some ability to draw upon their research and/or their grasp of synoptic themes in constructing an answer.
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 research or ideas from other areas.
	(0 marks)	<i>No relevant response.</i>

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Critically evaluate whether the National Citizen Service programme is achieving its stated aims. **[25 marks]**

AO1 (3 marks) **Knowledge and Understanding**

Level 3 (3 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 should show a good knowledge of the stated aims of NCS and of the way in which the programme sets out to achieve these. They do not need to use the exact wording below but should include an understanding of at least two of the three main aims and/or two or more of the outcomes below.

The stated aims are 'to build a more cohesive, responsible and engaged society'. These are to be achieved by

- improving teamwork, communication and leadership
- facilitating transition to adulthood
- improving social mixing
- encouraging community involvement.

This involves a mix of residential and home-based activities for 16-year-olds recruited from backgrounds which reflect the ethnic mix of the wider community.

Answers should also show some understanding of the wider context of this policy and of concerns regarding the integration of young people into society. Although the current economic climate makes it unlikely that all 16/17-year-olds will be able to participate, funding has been provided for over 90,000 places by the end of 2014. Reference may be made to official publications related to the scheme.

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 demonstrate some relevant knowledge of at least one of the stated aims of the NCS which goes beyond that presented in the source.

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>Answers will show only basic evidence of knowledge of the aims, which may be mainly source-based.</p>
	(0 marks)	<i>No relevant response.</i>
AO2	(4 marks)	Analysis and Evaluation
Level 3	(3-4 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>Answers should contain a clear evaluation of the likely impact of the NCS on the more than one of the three main stated aims.</p> <p>Analysis of the evidence used, including that from the students' own research, should demonstrate critical thinking and other citizenship research skills developed during the course.</p>
Level 2	(2 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>There is some analysis of evidence but this may be limited to an evaluation of the impact on one aspect only.</p>
Level 1	(1 mark)	<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 be more descriptive than evaluative or will give a superficial discussion without any critical analysis of evidence.</p>
	(0 marks)	<i>No relevant response.</i>

AO3 (9 marks) **Communication and Action**

Level 3 (7-9 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.*

A well-structured argument is expected that clearly addresses the impact of the NCS on those who participate and on the wider society.

Answers at this level are expected to include reference to the student's critical analysis of the interim evaluative reports produced on the 2012 and 2013 schemes and of their own research into student experiences of participation. They may also be able to use reflection on their own and others' participation in citizenship activities, and on youth volunteering schemes in particular.

Answers should use appropriate citizenship terminology and concepts effectively, in particular terms such as 'identity', 'multiculturalism', 'Britishness', 'assimilation', 'diversity', 'social diversity', etc. A critical analysis of the terms 'cohesive, responsible and engaged society' could also be credited here.

Students could argue that the original aims of the NCS as envisaged by David Cameron and the image presented by those recruiting participants are somewhat at odds, with the latter focusing more on having fun and meeting people than serving others or becoming responsible citizens. However, they could use evidence from those who had completed the programme and the interim evaluation reports to reach a conclusion on this. Perceptive researchers may point out that the funding is based on numbers participating rather than more-difficult-to-quantify outcomes such as social cohesion and belonging.

The points made above are indicative only and are not a requirement for maximum marks. Answers should contain some form of explicit conclusion which addresses the question.

Level 2 (4-6 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 make appropriate use of terminology and research, which could also include reflection on their own and others' experiences of citizenship participation, to structure an argument of relevance to the question. Some of the points introduced in level 3 above (or others) may be alluded to but are unlikely to be expressed so coherently. They may not reach a clear conclusion.

Level 1 (1-3 marks) *There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Students attempt to construct an argument. This may not be evidence-based and may be tangential to the question.

(0 marks) *No relevant response.*

AO4 (9 marks) **Synthesis**

Level 3 (7-9 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.*

Responses could refer to overarching citizenship themes such as active citizenship from CIST2 and identity from CIST1, together with the issues of multiculturalism, Britishness, diversity and community cohesion. They may also discuss the nature of citizenship participation, including the balance between rights and responsibilities.

Stronger answers may contextualise this in terms of David Cameron's attempts to widen his appeal to young people by presenting an inclusive compassionate conservatism, keen to promote diversity whilst also appealing to those old enough to remember and wish for a return to the days of 'national service'.

Answers may contain references to the 'Big Society' project: in many ways, the 'graduates' of the NCS are intended to become

the citizens of that society, with a clear sense of national belonging and civic responsibility, able to help others in need of support in ways which (it could be argued) were once the role of the agencies of local or central government. Students may make some reference to the role of governments in reducing disadvantage from CIST2 or perhaps a reference to the different ideological and/or policy strands of the main political parties from CIST3.

They may also include some reference to the debate regarding multiculturalism and assimilation. The NCS has a clear brief to bring together young people from different social backgrounds and ethnicity, and to bring together divergent communities in planning for a social action project. Together with a respect for diversity, there is a clear commitment to integration.

Those who have researched the picture in the devolved nations may point out that the offer to extend the NCS to Scotland and Wales was soundly rejected, whilst it was tentatively accepted in Northern Ireland. Others may point out that the scheme in England was divided into 19 regions, thus making 'meeting people from all parts of the country' unlikely. However, the funding for the scheme is conditional on providers recruiting an ethnic, religious and social class mix representative of that region.

Level 2 (4-6 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 some ability to synthesise material from one or more of the areas indicated in level 3 above. The response may be limited to one aspect or to a more superficial consideration of several areas.

Level 1 (1-3 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.*

Material may lack relevance or the links with other areas of the specification may be rather tangential to the question.

(0 marks) *No relevant response.*

OR

0 9

Evaluate the methods used by the Occupy movement.

[15 marks]**AO1** (2 marks)**Knowledge and Understanding****Level 3 and 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 clearly indicate knowledge of the campaign methods of the Occupy movement, which include not just non-violent occupation of prominent public spaces but also the creation of spaces for discussion of political issues, both local and global (including online), and the exploration of forms of direct democracy such as the use of 'general assembly'. This should normally go beyond the material in the source.

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 of the methods used by the Occupy movement, mainly referring to those referred to in the source.

(0 marks)

*No relevant response.***AO2** (2 marks)**Analysis and Evaluation****Level 3 and 2** (2 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 provide an analysis of the methods used which enables them to make a reasoned, evidence-based evaluation. The evaluation can be in terms of ethics and/or efficacy.

Level 1 (1 mark)

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 some relevant analysis. This may not include evidence from their research.

(0 marks) *No relevant response.*

AO3 (5 marks) **Communication and Action**

Level 3 (4-5 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.*

The answer should show a clear structure which uses appropriate terminology and researched material to present a reasonably convincing argument which addresses the question.

The positive evaluative points could feature the following:

- non-violence as a means of gaining support and moral authority
- the choice of public open spaces as a means of attracting media attention
- the inclusiveness of the occupations themselves (which generally invited homeless and other marginalised groups)
- the relatively high level of public order maintained during occupations.

The negatives could include the following:

- nuisance caused to innocent parties by occupation of public space
- trespass and other violations of bylaws and injunctions
- anti-social behaviour by some participants, including littering and vandalism
- the relatively short term nature of the occupations and lack of continued impact.

Stronger answers may include reference to the inclusive nature of the movement which meant that many of those participating did not share the principles of non-violence. Examples may include incidents from the various occupations worldwide including those of Wall Street and St Pauls. Responses may also make reference to local examples to support the points they are making.

Those who have done their research may mention that the

movement is still active in many countries, with a strong online presence, and that many methods other than occupation have been used and developed, including the use of art projects, support for squatters, discussion groups, etc.

As well as evidence from research into the movement itself, students may be able to use relevant reflections from their own participation in campaign groups, etc.

Level 2 (2-3 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates 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.*

Students use research (including reflection on their own experience of campaign methods) appropriately to present an argument in which some of the above points may feature.

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

Material may have some relevance but is not clearly used to construct a case for or against.

(0 marks) *No relevant response.*

AO4 (6 marks) **Synthesis**

Level 3 (5-6 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.*

Responses should refer to overarching themes such as the nature of citizenship participation and how citizens can work together to bring about change. Various campaign methods from CIST2 may be included, with possible reference to direct action and outsider pressure groups. Forms of direct participatory democracy may be contrasted to indirect representative democracy.

Answers may refer to the role of the internet and social

networking sites in particular as a key feature in the local and global mobilisation and continued influence of the movement. From CIST3, the global village and alternative methods of making the citizen's voice heard are also relevant themes. Universal human rights would also be relevant, as many in the Occupy movement would argue that they are representing the rights of the 99% who have relatively little economic power globally.

Level 2 (3-4 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 show some ability to draw upon their research and/or their grasp of synoptic themes in constructing an answer.

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 research or ideas from other areas.

(0 marks) *No relevant response.*

AND**1 0**

Critically assess the extent to which the Occupy movement has made an impact.

[25 marks]

AO1 (3 marks)

Knowledge and Understanding

Level 3 (3 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 are expected to have a detailed knowledge of the impact of the Occupy movement beyond the relatively high-profile occupations at Wall Street and St Paul's. They should at least be aware of the global scale of protest at its height and of the attempts of those involved to continue to influence events, in particular the development of any similar future global protest.

Impact can be related to global issues such as world poverty, inequality, globalisation, the world economic order, ethical trade and universal human rights, etc. It is anticipated that there will be some overlap between issues. Any issue could be used, provided the impact is made explicit. Credit for background knowledge regarding the issue can be given under AO4.

Students may also consider 'impact' in terms of the challenge to representative liberal democracies and the potential long term effects of attempts to develop and promote alternative forms of participational democracy. Knowledge regarding these activities and an understanding of the concepts involved can be credited here.

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 demonstrate some relevant knowledge of the impact of the Occupy movement which typically goes beyond that presented in the source.

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 only basic evidence of relevant knowledge, which may be source-based.

(0 marks) *No relevant response.*

AO2 (4 marks) **Analysis and Evaluation**

Level 3 (3-4 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.*

Answers should show a clear evaluation of the impact of the Occupy movement in at least one area.

At best, the Occupy movement could be said to have made a difference to the discourse surrounding the current global economic crises: the spontaneous eruption of protest throughout the developed world may have influenced the decisions of those exercising power.

On the other hand, students might argue that there has been no perceptible movement in the distribution of power or wealth and that now the media spotlight has shifted, occupy has become a forgotten part of recent history. Students may take the position that the movement has made no difference whatsoever to the issue chosen.

There should be critical analysis of the evidence from the student's research. Stronger answers may take into account the bias present in many of the sources used and the need to take a long-term view to assess any lasting impact.

Level 2 (2 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 may attempt to evaluate the difference made by the Occupy movement but there is limited critical analysis of evidence to support it. Alternatively, some valid analysis may be present but ideas will not be developed.

Level 1 (1 mark) *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 be more descriptive than analytic or will consist of a superficial discussion without evidence.

(0 marks) *No relevant response.*

AO3 (9 marks) **Communication and Action**

Level 3 (7-9 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.*

The answer should show a clear structure which is logical, which uses appropriate terminology and which clearly articulates a coherent argument evidenced by critical analysis of the student's research into the Occupy movement. It should contain a conclusion regarding the extent to which the Occupy movement has made a difference to one or more issues.

Evidence from the student's own citizenship participation could be used to help construct an argument, for example by providing contrasting examples of campaigns which have made a tangible difference to people's lives. Students may also have organised debates or conducted surveys of their peers' attitudes to these issues which may be used in constructing an argument.

Students may also have relevant experience of both representative and more participational forms of democracy which may be used to inform their answers. Direct or indirect experience of an occupy style 'General Assembly' could be critically considered to inform an argument.

Alternative views may be expressed which challenge the assumption (implicit in the question) that the movement has made a difference in any way. It could be argued that although the movement provided some awareness raising the actual impact on the ground for issues such as inequality and poverty has been non-existent. To be in this band such an argument needs to be supported with some evidence.

Level 2 (4-6 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 use terminology and research appropriately to structure an argument of relevance to the question. They may include some of the points identified for level 3 above.

Level 1 (1-3 marks) *There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Students attempt to construct an argument. This may not be evidence-based or may be tangential to the question.

(0 marks) *No relevant response.*

AO4 (9 marks) **Synthesis**

Level 3 (7-9 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.*

Responses could refer to overarching citizenship themes such as how groups of citizens can make a difference, global issues, globalisation, economic power and the world economic system.

They may demonstrate synthesis of their research into the Occupy movement with their understanding of what makes campaigning effective from CIST2, and may make links between the global village in CIST3 and the role of citizen-led campaigns in CIST4.

This could also include different forms and interpretations of democracy and may touch on issues regarding legitimacy of power and authority from unit 2.

Relevant knowledge and understanding of the global issues involved can be credited here.

Level 2 (4-6 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 some ability to synthesise material from research into the Occupy movement and other sources. Material should be relevant to the question but it may not be used as effectively.

Level 1 (1-3 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.*

Material used may lack relevance, or links with other areas could be tangential to the question.

(0 Marks) *No relevant response.*

ASSESSMENT OBJECTIVE GRID

A2 Assessment Objective	Section A		Section B		Total Marks by Assessment Objective
	Marks allocated by Assessment Objective Questions 01, 03 and 05	Marks allocated by Assessment Objective Questions 02, 04 and 06	Marks allocated by Assessment Objective Questions 07 and 09	Marks allocated by Assessment Objective Questions 08 and 10	
AO1	4	5	2	3	14
AO2	6	8	2	4	20
AO3	2	4	5	9	20
AO4	3	8	6	9	26
Total	15	25	15	25	80