



A-LEVEL

Citizenship Studies

CIST2/Democracy, Active Citizenship and Participation
Mark scheme

2100
June 2015

Version/Stage: 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 bands. In addition to the indicative content detailed here, all relevant responses will be given credit.

Section A – Making a Difference

Referendums in the UK

All levels of government in the UK are increasingly using referendums to help to decide issues. Many people welcome this form of direct democracy. Others, however, are concerned that referendums undermine the concept of representative democracy. Since 1973 there have been ten major referendums held within the UK. In November 2000, the Electoral Commission was established, which in addition to its other tasks, is the regulator responsible for the conduct of referendums.

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Using an example, explain what is meant by the term ‘a referendum’.

[5 marks]

AO1

Level 3 (4-5 marks)

Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories.

A range of examples are used to relate knowledge and understanding to citizenship issues.

Both elements will be clearly answered indicating knowledge and understanding of the nature of referendums.

Elements of a response:

Idea of a single issue vote – 2 marks

Correct example quoted – 2 marks

Linkage to concept of direct democracy – 1 mark

A referendum is a vote on a single issue put to the electorate. A referendum can either be advisory or mandatory.

Referendums have been used since 1973 in various parts of the UK. A UK wide referendum took place in 1975 regarding the UK membership of the EEC. In 2012 a referendum was held on changing the voting system in the UK for Members of Parliament. Mention may be made of the 2014 Scottish Referendum. A proposed law allows for a referendum in 2017 on our membership of the EU. Responses may also relate to the use of local government referendums. There is no requirement for responses to quote actual dates of referendums to gain marks.

Stronger responses will relate referendums to the concept of direct democracy.

Level 2	(2-3 marks)	<p><i>Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories.</i></p> <p><i>Examples are used to relate knowledge and understanding to citizenship issues.</i></p> <p>The response will focus on one element of the question or one fully and the other partially. The response will indicate some knowledge and understanding of referendums.</p>
Level 1	(1 mark)	<p><i>Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories.</i></p> <p><i>Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.</i></p> <p>Partial account of one or both elements of the question indicating limited knowledge and understanding.</p>
	(0 marks)	<p><i>No relevant response</i></p>

0 2

‘Referendums undermine representative democracy.’

Briefly outline a case to **support** this view.**[10 marks]****AO1**

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

The response will indicate a clear understanding of the nature of referendums and their use in the UK. Stronger responses may include references to referendums in other countries. The nature of representative democracy in the UK will be outlined; citizens elected by fellow citizens to act on their behalf. Examples such as MP’s or Councillors may be mentioned. Case studies may be used to help develop points.

Level 2 (2 marks) *Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.*

Some knowledge and understanding shown of the nature and use of referendums in the UK and some attempt to outline the nature of representative democracy in the UK, which may include examples.

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

Little knowledge or understanding demonstrated regarding the use or nature of referendums in the UK or representative democracy.

(0 marks) *No relevant response.*

AO2

Level 3 (3 marks)

The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.

The response comprises a clear set of points, which develop into a clear argument supporting the view that referendums undermine representative democracy.

Conceptual understanding will be shown regarding key aspects of the democratic system in the UK. Clear understanding will be shown of the concept of representative democracy and a Burkean argument (Representative versus Delegate) view may be outlined. i.e. our representatives are free to express their own views and vote according to their views as against the delegate who merely votes on behalf of those they represent. At Level 3 there will normally be some attempt to contrast representative and direct democracy.

Stronger responses may mention that referendums are often advisory and therefore still leave a decision making role for elected representatives.

The response will contain clear evidence of analysis and evaluation of the key issues.

Level 2 (2 marks)

The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.

The response will demonstrate some understanding of several key points that can be made regarding how referendums can appear to undermine representative democracy. The points being made will not always be well developed or supported by evidence. The response will not develop into a coherent argument.

Students who just put forward additional arguments against the use of referendums eg: the issues are often complex for the electorate, turnout is often low, doesn't allow for a deliberative process that assesses all the evidence.

Level 1 (1 mark)

The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.

Limited attempt to identify few issues relating to referendums and representative democracy but the points made are not developed into a coherent argument.

(0 marks)

No relevant response.

AO3

Level 3	(3 marks)	<p><i>A range of relevant evidence is selected and organised which forms the basis of the arguments being presented.</i></p> <p><i>Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.</i></p> <p>The response should include correct reference to key terminology associated with the democratic process relating to referendums/direct democracy and representative democracy</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 indicates an ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</i></p> <p>There may be some attempt to include correct terminology.</p>
Level 1	(1 mark)	<p><i>There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i></p> <p>Limited use of correct terminology.</p>
	(0 marks)	<p><i>No relevant response</i></p>

Either

0 3 Assess the reasons why so few people are interested in standing as candidates in local government elections in the UK. **[15 marks]**

AO1

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

The response will clearly demonstrate a wide range of knowledge regarding local government councillors. The response will indicate some basic background understanding of the legal requirement for being a councillor, e.g. age and residence. Responses may mention the nature of the current demographics of local councils. Some knowledge will be shown of the nature of how local councillors work and the allowances associated with council work.

Some knowledge may be demonstrated through the use of local case studies. Knowledge may also be shown of the electoral process regarding local elections and the selection processes used by the main political parties. Some contemporary knowledge may be demonstrated regarding elected mayors which, whilst not central to the question, can be rewarded if used in the correct context.

(0) marks *No relevant response.*

Level 2 (3-4 marks) *Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.*

The response will clearly indicate some knowledge of how the councillors are elected and the functions they carry out. The account may be imbalanced and lack a depth of knowledge-based evidence.

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

Limited knowledge demonstrated regarding either local government or councillors.

(0 marks) *No relevant response.*

AO2

Level 3 (4-5 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*

The response indicates a clear understanding of the key issues regarding why so few people become local government candidates.

Points that may be included: lack of power of local councils, image presented of local government, the relative low priority given to local government (elections) in the media; and general disillusionment with politics, lack of time to take part in either elections or attend to council work, poor allowances for ordinary councillors, difficulty doing council work whilst employed, the mass membership base of the political parties has declined, public scrutiny of one's private life when standing of election, the costs involved in fighting an election, freedom to act as one wishes if a member of a political group on the council. Students should develop key points in depth or several related points to achieve a Level 3 award.

The evidence may make use of case studies.

The evidence presented will develop into a clear and compelling critique.

Level 2 (2-3 marks) *The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*

A case is made but contains a limited number and range of valid points regarding why so few people are interested in standing for election. The response attempts to draw the evidence together into a conclusion.

Level 1 (1 mark) *The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.*

Limited analysis of the issues. The response may be imbalanced and the points made are not clearly linked to the evidence presented.

(0 marks) *No relevant response.*

AO3

- Level 3 (3-4 marks) *A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the student’s own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*
- Students may relate this response to their own experiences about their local community and local government. The correct use of key terminology should be rewarded.
- Level 2 (2 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.*
- The account should use a range of correct terminology relating to elections and local government. Responses may make use of local case studies.
- Level 1 (1 mark) *There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling punctuation and grammar may be intrusive and the response may not be legible.*
- Some use of correct terminology associated with local government and elections.
- (0 marks) *No relevant response.*

or

0 4 'Pressure groups weaken democracy in the UK.'

Discuss the case either for **or** against this view.

[15 marks]

AO1

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

The response will offer a clear account of the nature of a range of different types of pressure groups in the UK. Some knowledge may be demonstrated through the use of case studies. The majority of examples quoted will be contemporary. The response will clearly indicate knowledge of how pressure groups operate and seek to achieve their goals.

Level 2 (3-4 marks) *Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.*

The response will outline some aspects of the nature of pressure group activity. The evidence presented may relate to case studies.

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

Limited knowledge indicated regarding the activities of pressure groups in the UK.

(0 marks) *No relevant response.*

AO2

Level 3 (4-5 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*

A clear case will be made either for or against the proposition that pressure groups strengthen democracy in the UK.

The arguments regarding strengthening democracy may revolve around the following: ability of the citizens to impact political decisions, means of citizen involvement between elections, enable current issues to be brought to politicians' notice, raises issues that are difficult for politicians to discuss or resolve, empowers citizens to become more involved in the political process, can encourage local democracy and involvement.

The arguments regarding weakening democracy may revolve around the following: pressure groups are minority interest groups, pressure groups are often internally very undemocratic, undermines the role of elected representatives, can distort the political agenda in their favour. Forms of pressure groups like Think Tanks are unaccountable and often privately funded to place their agendas before politicians.

A clear conclusion will be made based upon the evidence and arguments presented. The response may cover both points of view and arrive at a conclusion or be more heavily based upon one point of view, providing a conclusion is reached based upon a logical argument supported by evidence, a Level 3 mark should be awarded.

Level 2 (2-3 marks) *The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*

Some attempt to offer a range of points in support of one side of the argument. The basis for any conclusions derived from the points being made may lack a depth of supporting evidence.

Level 1 (1 mark) *The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.*

Limited response with little or no attempt to draw sustainable conclusions based upon the evidence presented.

(0 marks) *No relevant response.*

AO3

- Level 3 (3-4 marks) *A range of relevant evidence is selected and organised which forms the basis of the arguments being presented.*
- Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*
- Students may relate this response to their own experiences or those known to them or write about their local community. NOTE it is not requirement to demonstrate this in order to gain the marks indicated in the generic descriptor, but if such evidence is provided it should be rewarded. The correct use of key terminology should be rewarded.
- Level 2 (2 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.*
- There may be some attempt to relate the response to the local community or the experiences of the student. Some use of key terminology.
- Level 1 (1 mark) *There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate, citizenship terminology. Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*
- Limited references to the student's own experiences or that of their local community. Limited use of correct terminology.
- (0 marks) *No relevant response*

Section B – Active Citizenship

0 5 Briefly outline how you developed an area of citizenship knowledge when planning or undertaking an Active Citizenship Task. **[5 marks]**

AO3

Level 3 (4-5 marks) *A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the 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 response will clearly relate to the students own active citizenship participation in an Active Citizenship activity. The nature of the activity will be outlined and the key elements explained with reference to elements of citizenship knowledge. All elements of the question are answered:

1. Active Citizenship activity identified
2. Indication of the students involvement in the activity
3. Citizenship knowledge identified
4. Area of knowledge clearly linked to the activity outlined
5. How the student developed the area of citizenship knowledge

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 an ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.*

Some attempt to outline an Active Citizenship activity and how it related to identified citizenship knowledge.

Level 1 (1 mark) *There is little or no attempt to select and organise information and arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

A limited attempt to discuss an Active Citizenship activity.

(0 marks) *No relevant response*

0 6

Identify a citizenship skill that you used when undertaking an Active Citizenship Task.
Explain how this skill assisted you in carrying out the task.

[15 marks]**AO2**

Level 3 (3 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*

The response clearly relates to an activity the student has undertaken. The response will clearly identify and describe a skill that relates to the activity.
The activity will clearly be citizenship related. The impact of the skill development can be either negative or positive to the activity outcome.

Level 2 (2 marks) *The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*

The response will identify an activity with which the student was involved and briefly outline a skill that is related to the task.

Level 1 (1 mark) *The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.*

The response relates to a citizenship activity in general terms.

(0 marks) *No relevant response.*

AO3

Level 3 (9-12 marks) *A range of relevant evidence is selected and organised which forms the basis of the arguments being presented.*

*Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the student's own experiences in relation to citizenship participation.
The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

Good rationale shown for the selection of the task in relation to the skill described. The account clearly identifies how the task benefitted from the use of the specific skill. The task will be explained in detail and the application of the named skill will be clearly explained. The response will explain in detail how the skill assisted the specific students when carrying out their role within the task. Possible skills that could be involved regarding an Active Citizenship Task:

- working with others including Leadership roles
- planning
- negotiation
- take action
- debating
- campaigning evaluating
- analysis of range of viewpoints
- surveying/gauging opinion
- critical thinking
- influencing
- self-evaluation
- research.

Level 2 (5-8 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.*

The response will offer an account in regard to the application of a specific citizenship skill to a task the student has undertaken. A number of points will be made about how the skill related to the task. The response will lack a depth of supporting evidence.

Level 1 (1-4 marks) *There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Little or no attempt to explain how the skill relates to the task or how the skill supported the task.

(0 marks) *No relevant response.*

Power of citizens to bring about change

It is increasingly said that citizens have the power to bring about change, but to what extent can they influence economic issues and policy? In the past, boycotts of goods have been used to try to bring about changes in the policies of governments and companies. Campaigns have also been organised on a local, national and an international scale to highlight issues such as poverty and the national debt of some countries.

0 7 How can citizens try to bring about change with regard to economic issues?
[15 marks]

AO2

- Level 3 (3 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*
- The response will indicate a clear understanding of the term economic issues. The response may include a range of contemporary examples of campaigns by citizens and groups to effect economic change. The change may relate to the UK or be international or global. Mention may be made of campaigns such as the Petrol boycott, Low Pay campaigns, Drop the Debt, Make Poverty History or relate to campaigns against firms in regard to the production of cheap goods to illustrate how the methods outlined have been used. Students may also refer to actions that an individual can take; by their choice of purchases i.e. Fair Trade goods and ethically produced goods. Responses may refer to case studies which can be either, local, national or international.
- Level 2 (2 marks) *The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*
- The response relates to a limited number of examples of actions regarding economic issues. The response may rely upon the source material.
- Level 1 (1 mark) *The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.*
- A limited number of general points will be made regarding campaigning, they may not entirely focus on economic issues.
- (0 marks) *No relevant response.*

AO3

Level 3 (9-12 marks)

A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology.

Where appropriate, the response recognises and draws upon the 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 response will present a clear range of points about how citizens can effect economic change. Students may refer to their own participation or case studies that formed a part of their course. The response will identify a range of economic issues where citizens have tried to apply pressure; the examples used may be local, national or international in scope. The response will outline a range of methods used by citizens and citizens as members of groups and may discuss the effectiveness of different forms of actions; like boycotts, protests, strikes, lobbying or taking direct action. Responses may also mention other forms of action such as voting, standing as a candidate, writing to MPs, petitions (none of which necessarily involve groups), and joining a political party.

Level 2 (5-8 marks)

A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.

The response will contain a number of examples of actions that could be taken and attempt to indicate how differing methods can be successful or not in achieving their goals. The response may relate to the students own active citizenship participation.

Level 1 (1-4 marks)

There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.

Limited attempt to draw the evidence together into a clear account of how individual citizens or groups can try to bring about economic change. Limited reference to the students' own Active Citizenship work.

(0 marks)

No relevant response.

0 8

Many people believe that the terms ‘active citizenship’ and ‘volunteering’ mean the same thing.

Critically assess this statement, making reference where relevant to your own active participation.

[25 marks]**AO3**

Level 3 (17-25 marks)

A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the student’s own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.

A fully developed response that assesses the meaning of both terms. Arguments are equally valid if supported by corroborating evidence for either viewpoint that the terms are interchangeable or they are not. Stronger responses may add the caveat that whilst there may be differences there are also overlaps in the application of the two terms for example a person who volunteers to help out in a charity shop, for a charity that is campaigning for change, are they volunteering or being an active citizen or both?

Active Citizenship is associated with the concept of citizen empowerment where a citizen either alone or with others seeks to make a difference or bring about change. This phrase is normally associated with change in a political sense, interpreting the meaning of the word in its broadest sense.

Volunteering is a more generic term to refer to a citizen giving of their time to assist others; it has a more social/community than political context. In recent years this term has been associated with the phrase the Big Society, whereby the Conservative Party wishes more people to become involved in their local communities.

The response will draw together the evidence and present a series of clear conclusions. Students may draw upon case studies from their own community or their own active citizenship participation or from their course.

Up to the mid-point of this range the response will be well structured and will present a case and a range of evidence regarding our understanding of the two terms. The response will draw a number of conclusions based upon the evidence presented. Good use of case studies to support points being made.

Level 2 (9-16 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.*

The response at this level will cover both aspects of the question but the evidence included will be less well developed and the analysis will be limited. The account will tend to be more discursive than analytical and be imbalanced in regard to the two elements of the question. Limited number of case studies or scenarios included in the response. The response may indicate agreement or disagreement with the basis of the question but provide a limited framework of evidence to support the points being made.

Up to the midpoint of this level the response will contain a range of examples of volunteering and active citizenship but the response will lack a clear coherence in regard to the thrust of question in regard to convergence or divergence of the nature of the two terms.

Level 1 (1-8 marks) *There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

The response will contain a limited range of points and will be imbalanced regarding the two aspects of the question. The points made will not form a coherent argument. Limited analysis of the evidence that is presented.

Up to the midpoint of this level the response will contain a limited number of valid points and evidence relating to both volunteering and active citizenship. The response will lack a clear structure and conclusion.

(0 marks) *No relevant response.*