



A-LEVEL

Citizenship Studies

CIST4 Global Issues and Making a Difference
Mark scheme

2100
June 2016

Version 1.0: Final Mark Scheme

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.

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A – Global Citizenship

Total for this section: 40 marks

0 1

Examine **two** negative aspects of globalisation.

[15 marks]

AO1

Knowledge and Understanding

Negatives aspects of globalisation could include

1. Unequal distribution of wealth and resources globally and within developing countries
2. Environmental damage as natural resources are exploited by globalised industries
3. Loss of cultural diversity as globalised media dominate
4. Indigenous people are marginalised
5. Governments find it more difficult to manage their own economies in face of global pressures
6. Transnational companies are no longer accountable to national governments.

This list is not exclusive and other aspects can be credited.

Note that the question does not specify for whom the effects are negative so any effect can be accepted provided that the negative impact is made explicit.

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.

At this level typically expect a detailed knowledge of two negative aspects of globalisation which may or may not be as listed above. An equal coverage of both points is not a requirement for maximum marks at AO1 however some indication of the wider context of at least one negative aspect could be expected.

The use of case studies may be taken as evidence of understanding of these effects but at this level an explicit statement of the effect is expected which is generalised beyond the specific cases mentioned.

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.

If only one negative aspect of globalisation is covered then this is a partial response and should be limited to this level for AO1.

Case studies may be taken as evidence of understanding of negative effects at this level even if the negative aspects are not made explicit.

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.*

At least one clear or two partial negative aspect should be identified which could be included in the description of a case study which can be credited even if no reference is made beyond the specific case.

(0 marks) No relevant response.

AO2 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.*

An analysis of the effects of the aspects identified is expected which explains clearly why they can be regarded as negative and for whom they have a negative impact.

Stronger answers could be expected to point out that negative effects for one social group could be positive for another.

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.*

At least one effect should be analysed in some detail, including an evaluation of why it is regarded as negative. Alternately a more partial analysis of several effects may be provided which may not offer an effective evaluation of negativity.

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.*

At least one appropriate analytic point regarding a negative aspect should be identified, which may not explain why it is regarded as negative. Additional mark for detail or additional analysis.

(0 marks) No relevant response

AO3

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.

Terminology regarding aspects of globalisation should be used appropriately. Appropriate terminology in reference to theories and types of globalisation should also be credited.

Typically at this level a coherent argument is expected to explain why both aspects identified are regarded as negative.

Appropriate reflection on experience of citizenship participation in raising awareness of global issues or challenging the negative effects of globalisation can push marks up to this level, even if only one aspect is considered. Do not regard this as a minimal requirement for this level.

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 may be rather vague, or not used appropriately. Only one aspect may be considered. References to citizenship participation are absent or not relevant.

(0 marks)

No relevant response.

AO4

Synthesis

Synthesis of conceptual material from other specification areas and beyond (eg Sociology) should be credited here. Examples include types and theories of Globalisation, global issues such as poverty and inequality, global warming, ethical trade, world economic system etc

Case studies or examples of own participation could also provide evidence of synthesis and application of knowledge and understanding to the effects of globalisation.

Level 3 (3 marks)

Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.

At this level the response could be expected to make effective use of appropriate case studies of the effects of Globalisation and demonstrate synoptic understanding of the nature of globalisation and its impact on global issues.

Level 2 (2 marks)

Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.

There could be reference to case study(s) and/or attempts to link with other areas. Typically at least one item of synthesis should be developed in some depth or two or more partial examples provided.

Level 1 (1 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.

Case study material may be rather tangential to question, as may be other links. Identification of one appropriate case study or synoptic point expected.

(0 marks)

No relevant response.

0 2

Critically examine the effectiveness of a citizen-led campaign in attempting to address a global issue.

[25 marks]

AO1

Knowledge and Understanding

Knowledge of one campaign is expected such as

- Fair Trade
- Survival International
- Anti-Slavery
- Make Poverty History

Any suitable campaign aiming to bring about change can be credited including those run by pressure groups, charities, individual citizens, think tanks, NGO's. What would not be accepted for credit at level 3 or 2, as 'citizen led' are campaigns solely run by governments or intergovernmental organisations such as the UN, EU etc. Campaigns which include these organisations but are not exclusive to them are acceptable.

An understanding of how these campaigns address the global issue identified is also expected. If more than one campaign credit the best.

The negative aspects of globalisation discussed in Q1 could also be addressed in Q2 as a global issue (land use or poverty for example). Credit here is given for knowledge of the campaign(s) (ie: how citizens make a difference) and not the negative aspects of globalisation which

are the subject matter of Q1.

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.*

Detailed knowledge of a specific citizen-led campaign is expected. It should be made explicit which global issue or issues are being addressed by the campaign.

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.*

At this level, knowledge of a campaign may be less detailed and an understanding of the global issue(s) may be less explicit.

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.*

Some knowledge of a campaign of relevance to global issues is expected, it may not meet the above criteria for 'citizen led'. The context of globalisation may not be apparent.

(0 marks) No relevant response.

AO2 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.*

A clear evaluation of the effectiveness of the campaign involved is expected together with an analysis in terms of the global issues identified. The specification provides the following as examples of key global issues: fair trade, ethical trading, land use and climate change, increased industrialisation, poverty and child labour, however any contested issue of clear international significance can be accepted.

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 of a campaign may be more superficial and probably less well

informed. Some evaluation of effectiveness is expected. The global issue(s) may not be explicitly examined.

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 is likely to be implicit in the description of a campaign and evaluation of effectiveness superficial. There may be little attempt to engage with global issues.

(0 marks) No relevant response.

AO3

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 candidate'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 coherent argument is expected that addresses the global issue(s) identified.

Reflection on the student's participation in supporting specific campaigns can be credited here provided that the material is used effectively to support an argument. It does not need to be support for the specific campaign featured but should be relevant to the points made.

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.*

Terminology and/or experiences are used appropriately to structure an argument relevant to the question. Some reference to citizenship participation may be provided but the conclusions drawn from this may not be explicit in the argument presented.

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 be superficial or tangential to the question but it could at least relate to a global issue or campaign.

(0 marks)

No relevant response.

AO4

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.

Synthesis could be expected from an in depth study of a global, environmental or trade issue; theories of globalisation and the nature of the world economic system. Knowledge of the negative or positive aspects of globalisation can be credited here to the extent that it forms part of the analysis of the effectiveness of the campaign examined.

Global village content from unit 3 also creditable. Accept synthesis from other relevant areas including case studies.

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 but they may be less detailed.

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 a reference to at least one of the above however the synthesis may not be very effective.

(0 marks)

No relevant response.

0 3

In regard to discrimination by gender **or** sexual orientation, examine how views have changed in the UK since 1945.

[15 marks]

AO1

Knowledge and Understanding

Knowledge of changing views on discrimination by gender could include:

1. An expectation of more gender balance in the workplace including senior management and in political representation.
2. Wider acceptance of less rigid gender based roles within the

family.

3. Explicit attempts to challenge gender stereotypes in education and in some parts of the media.
4. Introduction of legislation such as Equalities act etc

And by sexual orientation:

1. Tolerance of same sex relationships in media and celebrity culture.
2. Widespread acceptance of civil partnerships and promotion of same sex marriage by the political elite.
3. Inclusion of sexual orientation in Antidiscrimination legislation.

These lists are not exclusive and other examples can be credited.

If both gender and sexual orientation are covered then credit best response.

Comparative material and non UK examples can only be credited to the extent that they contribute to an understanding of the situation in the UK.

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.

At this level typically expect a detailed knowledge changing views on discrimination. More than one change is required with a trade-off between breadth and depth.

The use of case studies may be taken as evidence of understanding of these changes but an explicit statement of the ways in which views have changed over time is expected.

At this level the changes examined should go beyond changes in legislation, the focus should be on the way in which views have changed, of which changes in legislation are a consequence.

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.

Typically two examples of changed views need to be explained, the difference over time should be apparent.

Specific case studies may be taken as evidence of understanding changing over time.

Answers which solely focus on knowledge of legislation are limited to this level.

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.*

At least one example of a change since 1945 should be included.

(0 marks) No relevant response.

AO2 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.*

An analysis of the relationship between changing views on discrimination and post war changes in understandings of human rights is expected with reference to citizenship concepts and the broadening definitions of human rights.

A detailed examination of the factors which led to these social changes is not expected however any successful attempts to use concepts from other disciplines can be credited under AO4.

Evaluative points may include a distinction between prejudiced attitudes and discriminatory behaviours, the former may or may not be affected by legislation.

Critical material that points out the limitations of some legislation and the fact that discrimination is still evident is welcome provided that the extent of the changes in views and social norms since 1945 are acknowledged.

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.*

An evaluation of the ways in which views regarding discrimination regarding the chosen group has changed since WW2 is expected. The linkage with wider changes in human rights may be less explicit.

The relationship between changing views and legislation may be regarded in a more simplistic way at this level. For example regarding changes in legislation as responsible for changed views and behaviour.

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.

At least one appropriate change of view is analysed. If case studies are used an explicit evaluation is acceptable.

(0 marks)

No relevant response.

AO3

Communication and Action

Level 2
and

(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.

Terminology regarding discrimination and human rights should be used appropriately. Appropriate terms in reference to conventions and legislation are not essential for this level.

A coherent argument is expected which identifies changes since 1945.

Experience of citizenship participation or personal experiences can be credited here, if relevant, however this is not a minimal requirement for this level.

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 may be rather vague, or not used appropriately.

References to citizenship participation and personal experiences may be irrelevant to changes over time.

(0 marks)

No relevant response.

AO4

Synthesis

Level 3 (3 marks)

Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.

Synthesis of material from unit 1 on Prejudice and Discrimination could be expected.

Case studies or examples of own participation could also provide evidence of synthesis and application of knowledge and understanding from other areas of the specification or beyond.

Economic, Sociological or Psychological theories which attempt to explain factors affecting attitude change could be credited here provided that they are used effectively to examine post war changes in the UK.

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.

At this level the response could include some synthesis from unit 1. Material from elsewhere may not be used so effectively.

Level 1 (1 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.

Material may be rather tangential to question.

(0 marks)

No relevant response.

0 4

‘Critics of the Universal Declaration of Human Rights claim that it is not universal because it reflects the priorities of Western societies.’

Discuss this statement.

[25 marks]

AO1

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

A detailed knowledge of the Universal Declaration of Human Rights (UDHR) is not essential for maximum marks however an understanding

of the debate regarding the universality of human rights is expected at this level. A listing of articles from the UDHR, no matter how extensive, does not demonstrate understanding unless used to illustrate the debate.

Understanding of the debate could be expected to include both universalist position and that of cultural relativism

Knowledge regarding the historical and political context of the signing of the UDHR and knowledge of other alternative conventions could be credited under AO4.

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.

At this level knowledge of UDHR may simply consist of a list of articles without an explicit reference to the issue of universality.

Understanding of debate may be limited. At this level students may interpret universal in a geographical context, for example by claiming that rights are not universal because the articles in the UDHR have not been universally implemented.

Level 1 (1 marks)

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.

Some basic understanding of the concept of human rights is expected, this may be illustrated by reference to specific articles of the UDHR.

(0 marks)

No relevant response.

AO2

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.

A clear evaluation of the debate regarding the universality of human rights versus the concept of cultural relativity. It may be claimed that the UDHR reflects a western consensus regarding human rights influenced by a Judeo-Christian world view. It could be claimed that it is a form of imperialism or neo-colonialism, in that the most powerful nations imposed their will on the rest of the world.

On the other hand it could be claimed that by virtue of being human certain rights are held in common, such as the right to life.

An analysis of articles from the UDHR and probably other Conventions as well could be expected to support the evaluation of the debate provided.

A discussion in which both sides of the debate are apparent would be expected at this level.

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 probably less well informed. The discussion may not be balanced and only one side of the debate may be presented. However it should be clear that the student has interpreted universalism appropriately and is not simply taking it to refer to the implementation of human rights conventions or legislation.

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 well be implicit in descriptive material provided. The student may not appear to have grasped both sides of debate and may have misinterpreted the term 'universal'.

(0 marks)

No relevant response.

AO3

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 candidate'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 coherent argument is expected that addresses the debate in the question. The discussion should be well structured and reach some form of conclusion, this may favour one side of debate or take a more nuanced compromise position.

References to participant in citizenship activities would need to be clearly relevant to the discussion to receive credit at this level.

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.*

Terminology and/or experiences are used appropriately to structure an argument of relevance to the discussion.

The inclusion of references to animal rights would need to clearly address the issue of the universality of human rights to be creditworthy.

Level 1 (1 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.*

Any argument may be rather superficial or tangential to the debate but it should at least relate to issues concerning human rights. Answers which solely discuss the UDHR without reference to the issue of universality are limited to this level.

(0 marks) No relevant response.

AO4 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.*

Synthesis could be expected from unit 1 regarding rights and responsibilities and possibly also from unit 3 global village.

Material on alternatives to the UDRH which address some of the concerns of non-western countries can be credited here.

To be credited at this level case studies of contested human rights would need to make clear their relationship to the issue of universality verses cultural relativity. The cultural context of the case study should be explicit.

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 but they may be less detailed or used less effectively to inform the discussion.

Case study material can be credited here if used appropriately in the construction of an argument.

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 at least one example of synthesis however its relevance to the discussion regarding universality may be less apparent. Relevant case study material which is not elaborated in the context of the discussion can be credited here.

(0 marks)

No relevant response.

0	5
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Referring to a recent example examine why different countries can take opposing views in regard to alleged human rights abuse.

[15 marks]

AO1

Knowledge and Understanding

The specification requires that students study a range of types of human right abuse cases from a number of different countries so detailed knowledge of a specific case could be expected. Case studies should identify the country in which the abuse occurred, the human rights abused and the individuals or groups affected. Students who refer to more than one case study should not be penalised.

Answers which focus wholly or in part on generic societies or specific groups within countries such as governments; political parties or campaign groups can also obtain full marks.

Any case study of human rights abuse is acceptable here, from the UK or beyond. An appreciation of the way in which these cases are viewed differently within the country in which the abuse happened and by those outside the country is the focus of this question.

Evidence of different views can be provided with reference to media coverage within and beyond the country, or from the response of international bodies (such as the UN) or campaign organisations (such as Amnesty International). The way in which legal systems treat violations of human rights in different countries can also be taken as evidence of different perspectives.

If a student interprets examine in an abstract sense rather than as a specific case then it should still be possible to obtain maximum marks however the level of detailed knowledge would need to be good.

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.

At this level expect a detailed knowledge of the way in which a specific case study of human rights abuse was viewed differently within and outside of the country in which the abuse occurred is expected.

Some trade-off between breadth and depth could be expected both in terms of the amount of detail provided for the case study but also in terms of the types of evidence presented. For example a detailed consideration of media coverage may be provided or a less detailed consideration of a range of different perceptions provided.

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.

Some explicit reference to at least one difference in the perception of human rights abuse within and outside of a country is a basic requirement of answers at this level.

Students who have not used a specific case study but a more generic or abstract example are more likely to be expected to demonstrate knowledge at this level. For example the student may mention repression of human rights in China without reference to a specific case but then go on to refer to the way in which the media in Western countries may portray this as unacceptable whereas the Chinese media may make no reference to it.

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 an example of human rights abuse is expected, however the differences in perception of this between countries may not be clear.

(0 marks)

No relevant response.

AO2

Analysis and Evaluation

Analysis should focus on the nature of differences in the definitions of human right abuse between countries and the factors which lead to different ways of perceiving these within and beyond the countries involved.

Factors could include

- Cultural differences such as history, religion, political ideologies and tradition.
- Differences in levels of economic development – which may take priority over human rights protection.
- Media control – differences in the ownership and control of media outlets including relationship with the World Wide Web.
- Legal differences – both in terms of human rights legislation and membership of international bodies and relationship with international conventions / declarations.
- Access arrangements – differences to the extent that foreign observers are able to scrutinise human rights abuse in other countries.
- International political agenda, it may be in the interests of some countries to focus on abuse in some but not other countries.

This list is not exhaustive, accept any valid evaluative point.

Level 3	(5-6 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>Expect a detailed analysis typically discussing two or more factors. The more factors discussed the less detail expected.</p> <p>An explicit evaluation is expected, based on the examination of one or more examples that goes some way toward explaining the differences in perception of human rights abuse identified. This may be in terms of generic factors or specific to a case study.</p>
Level 2	(3-4 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>Probably a detailed analysis of at least one factor or more factors for in less detail.</p> <p>Accept a generic evaluation based on one or more case studies.</p>
Level 1	(1-2 marks)	<p><i>The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.</i></p> <p>At least one factor is identified and analysed but may not be applied to a specific example. Alternatively a case study may be outlined with little analysis of opposing views.</p>
	(0 marks)	No relevant response.

AO3

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.

Terminology regarding definitions of human rights abuse and conventions should be used appropriately. Appropriate terms in regard to international conventions and legislation are expected but not essential for this level.

A coherent argument is expected which examines differences in perception of human rights abuse between countries.

Experience of citizenship participation such as support for Amnesty International campaigns or personal experiences can be credited here, if relevant, however this is not a minimal requirement for this level.

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 may be rather vague, or not used appropriately. References to citizenship participation and personal experiences may not be explicitly related to the case studies examined.

(0 marks)

No relevant response.

AO4

Synthesis

Synthesis could come from unit 1 on Human Rights and conventions and from this unit on the definitions of human rights abuse and the work of international bodies attempting to bring about change in this area. The campaigns of pressure groups such as Amnesty International could also be relevant together with reflections on the methods used.

In the examination of specific cases generic themes may be identified which provide evidence of synoptic thinking. These themes could include the role of media, the distribution of power, forms of national and global inequality, globalisation, the world economic order and ethical trade among others.

Level 3 (3 marks)

Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to

generalise, organise and construct an argument or propose alternative solutions.

Expect three or more distinct examples of synthesis with reference to the indicators above. Some depth of synoptic thinking could be expected for at least one of these themes.

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.*

At this level the response should include some synthesis as indicated above. Material may be lacking in depth.

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.*

At least one clear example of synthesis is expected.

(0 marks) No relevant response.

0 6

‘Pressure groups have had no success in bringing about global change regarding human rights abuse.’

Critically assess this statement.

[25 marks]

AO1

Knowledge and Understanding

A wide range of pressure groups could be used including:

- Campaign groups such as Amnesty International and Human Rights Watch.
- Charities such as Oxfam, Save the Children, Christian Aid etc to the extent that their work impacts on challenging human rights abuse.
- Any other non-governmental citizen led organisations which campaign on individual cases as well as wider issues.
- Any campaign group (however small) which attempts to address specific rights issues in more than one country. This could include groups with members in one or more countries which attempt to address abuse in another.
- Legislative bodies such as the International Criminal Court and European Court of human Rights are intergovernmental organisations rather than NGO’s and as such should not be credited above level 1.

		<p>Knowledge and understanding should clearly relate to global (ie international) change regarding human rights. This could include European cases for example but not specifically national or local changes.</p>
Level 3	(4-5 marks)	<p><i>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.</i></p> <p>A detailed knowledge of the activities of appropriate bodies is expected with the usual breadth / depth trade off. Although the question refers to groups in the plural one considered in greater detail could be accepted at this level.</p>
Level 2	(2-3 marks)	<p><i>Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.</i></p> <p>Most answers which focus entirely on one body are likely to be limited to this level unless very detailed as indicated above.</p> <p>More than simply identifying these organisations is expected here.</p>
Level 1	(1 mark)	<p><i>Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.</i></p> <p>Knowledge the activities of at least one appropriate organisation is the minimal requirement of this level. At this level the answer may be wholly generic without identifying a specific organisation.</p>
	(0 marks)	No relevant response.

AO2

Analysis and Evaluation

Level 3	(6-8 marks)	<p><i>The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.</i></p> <p>A clear evaluation of the effectiveness of more than one appropriate organisation is expected, this is likely to include a detailed analysis of case studies.</p> <p>Stronger answers may critically examine the criteria for success in this field, perhaps pointing out the difficulties involved in reaching an international consensus on what that entails. It may be suggested that</p>
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		the dominant role of Western developed nations within many organisations tends to introduce a bias which regards human rights abuse as predominantly a problem of less developed, poorer nations.
Level 2	(3-5 marks)	<i>The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.</i>
		Analysis may be more superficial and probably less well informed. The effectiveness of only one organisation may be evaluated.
Level 1	(1-2 marks)	<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>
		Any analysis may be implicit in case studies described or may be rather generic and not related to a specific organisation.
	(0 marks)	No relevant response.

AO3

Communication and Action

Level 3	(3-4 marks)	<i>The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate, the response indicates an outstanding ability to recognise and draw upon the candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.</i>
		A well-structured coherent argument using terms accurately is expected which addresses the effectiveness of pressure groups. Some form of nuanced conclusion could be expected (although this may only relate to one organisation).
		The student's participation in campaigns relating to human rights abuse should also be credited here if used to help construct the argument.
Level 2	(2 marks)	<i>A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</i>
		Some confusion of terms and the lack of a coherent conclusion may be expected at this level.

		Participation may be credited here, although it may not be used so effectively in the construction of an argument.
Level 1	(1 mark)	<i>There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i>
		Argument may be superficial but should at least address the question. Campaign experience may be included but not used effectively.
	(0 marks)	No relevant response.
AO4		Synthesis
		It is anticipated that the use of relevant case studies will provide most evidence of synthesis. Other material may include references to the role of inter-governmental organisations and campaign methods. Knowledge of international declarations and conventions on human rights, and the distinction between them could be expected.
Level 3	(6-8 marks)	<i>Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i>
		Typically at least three distinct examples of synthesis could be expected with a high level of synoptic understanding evident. The relevance of case studies should be apparent and detailed enough to make the point.
		Stronger answers may include synoptic material regarding differences in interpretation of human rights over time and across cultures, with some reference to the concept of cultural relativity and the debate concerning the universality of human rights.
Level 2	(3-5 marks)	<i>Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i>
		Answers may make use of some of the above but they may be less detailed. Case studies should be relevant to the theme but the detail may be lacking or contain inaccuracies.
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. Answers typically include reference to at least one relevant case study or other synoptic element.</i>
	(0 marks)	No relevant response.

Section B – Active Citizenship

Total for this section: 40 marks

0 7

Examine the extent to which legislation in the UK protects whistle-blowers.

[15 marks]

AO1

Knowledge and Understanding

The main piece of UK legislation is the Public Interest Disclosure Act 1998 (PIDA) which makes it an employment right to be protected from harassment by an employer when an employee reasonably believes that one of the following has or is likely to take place

- A criminal offence
- The breach of a legal obligation
- A miscarriage of justice
- A danger to the health and safety of any individual
- Damage to the environment
- Deliberate attempt to conceal any of the above.

The disclosure should be made to the employer first, or if that is not possible to the appropriate regulating body for the industry.

The Act makes it possible for employees to claim compensation from employers for unfair dismissal provided that correct procedures have been followed. The Act does not apply to employees of MI5, MI6, GCHQ serving police officers and those employed outside the UK.

Material on similar legislation in other countries can also be credited provided that it is used comparatively to examine UK legislation.

Level 2 (2 marks)
and 3

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.

At this level expect some knowledge of how the PIDA protects whistle-blowers in the UK including an indication of the public interest criteria and/or of the reporting procedure. Answers which do not refer to the PIDA but only provide comparable detail on legislation in other countries could be credited at this level.

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.

Some knowledge of relevant legislation is expected although acts may not be specifically named, this may be lacking in detail and contain some inaccuracies.

Case studies may be taken as evidence of understanding of the way in

which the legislation works.

(0 marks)

No relevant response.

AO2

Analysis and Evaluation

Some strengths of the PIDA are that

- It enshrines the right to ‘whistle blow’ in UK employment law.
- It applies to private as well as public sector employers (similar laws in most other countries only cover public sector employment).
- It provides a route to compensation and for employees who have been wrongfully dismissed.
- It provides a procedure for whistle blowing which provides some protection from malicious claims.
- It encourages employers to put whistle-blower procedures in place.

Limitations include

- Exclusions for certain employees, including those working abroad for UK employers.
- Only certain permitted persons can be legally reported to.
- Once employers have a Whistle blower policy in place it is more difficult for employees to reasonably appeal elsewhere.
- Some whistle-blowers are subjected to Psychological pressure at work or adverse media comment which is not covered under the act.
- The act does not ban so called ‘gagging clauses’ as such but it does make it more difficult to enforce them.
- Legislation other than the PIDA could also be analysed.

Level 2 and 3 (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 could provide an analysis of the effectiveness of the PIDA in protecting whistle-blowers. Some reference to at least two of the above points could be expected. Analysis of comparable material from other legal systems could be credited at this level with reference to UK legislation.

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.

A partial analysis of the effectiveness of some aspect of legislation

(including non-UK) should be expected. This may involve the use of case studies.

(0 marks)

No relevant response.

AO3

Communication and Action

It could be argued that

- Legislation in the UK is more wide ranging than in many other countries and that it provides a balance between the rights of an employee and expectations of an employer.
- The act fails to protect UK whistle-blowers because it requires that they first report their concerns to their employer who has a vested interest in ignoring them and may have many ways of making their life intolerable short of actually dismissing them.
- If the whistle-blower has good reason not to report first to their employer the act requires that they report to industry regulators who in some sectors may have little power and are funded by the employers.
- In cases involving military service overseas the act does not apply, nor does it apply to the police or those working within security services who are most likely to come across issues of legitimate public interest.
- The legislation fails to protect those who go straight to the media to report their concerns and may even make some media fear prosecution if legal procedures have not been followed.
- PIDA defines whistle-blowing as acting within the law which could potentially exclude some examples of established whistle-blowers.

Again legislation from countries can be credited when used comparatively to construct an argument regarding UK legislation.

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 candidate'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 coherent argument regarding the effectiveness of legislation.

Some of the arguments made above may be expected but any reasoned argument can be credited provided that it is supported by relevant research into the topic. This could include case study material and class debates and discussions.

Arguments should provide a convincing case regarding the extent to which legislation protects whistle-blowers in the UK. Some form of

conclusion could be expected.

Credit can be given for appropriate reference to the student's participation in debates, discussions and campaigning on this issue.

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.*

Terminology and research into the role of legislation is used appropriately to present a coherent argument. The evidence provided may be less convincing and the research undertaken may be lacking in detail.

Level 1 (1 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.*

An argument that addresses the question should be attempted even if the supporting evidence provided suggests a lack of effective research. Case studies may be used as a substitute for knowledge of legislation.

An explicit UK focus may be lacking.

(0 marks) No relevant response.

AO4

Synthesis

Synthesis could be expected from unit 1 regarding legal rights and from this unit regarding the ways in which rights are protected in the UK and changes in the understanding of these rights.

Material on tribunals and other methods of resolving disputes from unit 1 may be included together with more generic material on the accessibility of civil and criminal law from unit 3.

Consideration of the distribution of power in the UK (unit 2) is also relevant, particularly in relation to ownership of the media and its relationship to global business and governments. The trans-national nature of the internet may also be a consideration.

The role of regulatory bodies may be included, particularly in relation to their independence from employer influence and their economic and legal power. The role of trade unions and professional bodies may also be considered.

Research into organisations supporting whistle-blowers in the UK may also be relevant. The charity Public Concern at Work (PCAW) was instrumental in bringing the PIDA into being but it is not regarded by some whistle-blowers as representing their best interests as it is partly funded by employers. Effective use of case study material can be credited here.

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.*

Three or more synoptic themes could be expected. The level of detail and relevance to the argument presented could determine position in this band.

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.*

Answers will focus on one or two synoptic themes such as those identified 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.*

Answers will attempt to use at least one theme from other areas of the specification.

(0 marks) No relevant response.

0 8

Whistle-blowers should be regarded as good examples of active citizens.

Critically assess this view.

[25 marks]

AO1

Knowledge and Understanding

It is anticipated that case study material will demonstrate knowledge of whistle-blowing generally and an understanding of the concept of active citizenship.

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.*

Detailed knowledge of cases in which Whistle-blowers have been

prosecuted for breaking various laws and alleged to have endangered national security is expected. These may be exclusively UK or US based or may involve international bodies.

A good understanding of the nature of active citizenship is expected.

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 may focus on a limited range of case studies, at least one other in addition to Edward Snowden is expected.

Level 1 (1 marks) *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.*

Edward Snowden may be the only case referred to but knowledge is expected to go beyond the source.

Answers which only paraphrase source material should not be credited.

(0 marks) No relevant response.

AO2 Analysis and Evaluation

An analysis of specific case studies is expected together with an evaluation to what extent these cases demonstrate active citizenship.

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.*

Expect a detailed analysis of case studies in the light of a clear understanding of the nature of active citizenship. Two or more appropriate case studies may be examined in detail with a clear evaluation in each case.

An analysis of the concept of active citizenship may also be provided together with an evaluation of the applicability of the concept to whistle-blowing generally.

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.*

There may be a more superficial analysis of a few case studies or a more

in depth analysis of one. This should go well beyond the material provided in the source and include an evaluation in terms of active citizenship.

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.

Analysis of at least one case study should go beyond that found in the stem. The concept of active citizenship may not be explicitly addressed. No credit for paraphrase of source material.

(0 marks)

No relevant response.

AO3

Communication and Action

It could be argued that active citizenship is an extension of good citizenship and that involves a responsibility to obey the law and protect the security of fellow citizens. In the cases examined it could be claimed that the whistle-blowers were motivated by political ideologies or by personal ambition, It may be claimed that however principled their individual stand they did not act in the interests of the wider community, particularly within their own nations.

On the other hand it may be argued that legal systems can favour those with most power and that active citizenship implies breaking laws if they are not socially just. It could be pointed out that the risks taken and punishment suffered by some whistle-blowers indicates the power of those whose vested interests are threatened. Active citizenship could be interpreted as taking action in protection of universal rights whatever the personal consequences.

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 candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.

At this level the answer should show a clear structure which is logical and which uses appropriate terminology and clearly articulates a coherent argument evidenced by critical analysis of case study material and clearly defined features of active citizenship.

Arguments may be presented that support or refute the proposition or a more nuanced discussion may be provided.

Evidence from the student's own participation as an active citizen can be credited if used to support a valid argument. Students may also have

organised debates or conducted surveys of their peer’s attitudes which may be used in constructing an argument.

Stronger answers may critically examine the concept of active citizenship, for example they could contrast the responsibilities that come with national Citizenship to a more abstract conception of global citizenship and the conflict arising from this.

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.

Terminology and research (including reflection on own or other’s experience) is used appropriately to structure a discussion in relation to the proposition.

Conclusions drawn may be rather one-sided and perhaps over simplistic. A rather limited understanding of active citizenship may be applied in constructing an argument.

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.

An attempt is made to discuss the issues arising. Conclusions may be based on assertion rather than analysis of specific case studies. Paraphrasing material directly from the source should not be credited.

(0 marks)

No relevant response.

AO4

Synthesis

Examples of synthesis include material from unit 1 on the nature of citizenship, rights and responsibilities should be included. The emphasis on making a difference in unit 2 and unit 4 is a central synoptic focus for this question.

Material on the global village from unit 3 and globalisation from units 4 may be used alongside an understanding of the contemporary political / economic agenda. This may be reflected in a discussion of the nature of terrorism or in the response of major banks to financial crises. Material from unit 2 on the ownership of the media could be included together with an analysis of the particular challenges to and opportunities for whistleblowing presented by the World Wide Web.

Effective use of case study material can be credited here.

		Credit can also be provided for excursions into moral and/or political philosophy and the application of ethical models.
Level 3	(7-9 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>
		At this level an effective application of synoptic themes is anticipated, particularly in relation to competing conceptions of active citizenship.
		Typically three or more examples of synthesis could be expected. The level of detail and relevance to the argument presented could determine the position in this band.
Level 2	(4-6 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>
		Typically two or more appropriate examples of synthesis from other specification areas can be expected at this level.
Level 1	(1-3 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>
		At least one example of synthesis is needed.
	(0 marks)	No relevant response.

0 9

Examine the rights of those detained in immigration removal centres in the UK.

[15 marks]

AO1

Knowledge and Understanding

The position regarding the legal, moral and human rights of those detained in immigration removal centres is complex to say the least. It is expected that students will already be familiar with the general area of human rights (knowledge which can be credited under AO4), the AO1 element here concerns that additional knowledge and understanding gained from research into the topic.

Detainees do not have UK Citizenship so most of the rights associated with this will not apply including most benefits and the right to work. They are however protected by the ECHR and the UK Human Rights Act (HRA).

Legal aid is available for asylum cases but no longer appeals against deportation. However some free legal advice is available from charities.

Note that the term removal centre is now used by the UK government for what were formerly called detention centres. The latter term is still used by many commentators and critics.

Level 2 and 3 (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.

At this level expect some knowledge of what rights are applicable and some indication of those that are not. Typically expect at least two rights to be addressed.

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.

Typically knowledge of the way in which at least one right applicable to detainees is expected.

Reproduction of material directly from the source is not creditworthy.

(0 marks)

No relevant response.

AO2

Analysis and Evaluation

Level 2 and 3 (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.

An analysis of the extent to which rights are applicable to detainees should include not only what rights are applicable but also the extent to which applicable rights are actually available to detainees.

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.

A partial analysis of some aspect is minimum requirement.

(0 marks)

No relevant response.

AO3

Communication and Action

It could be argued that:

- Detainees are human and should therefore be covered by human rights legislation and entitled to moral rights.
- However they are not UK citizens and therefore not entitled to the legal rights that entails, nor are they able to reciprocate in terms of meeting the responsibilities of citizenship.
- Even when legal rights are applicable many detainees have limited comprehension of English, are in a state of anxiety and have limited funds to seek independent legal advice. Therefore they are unaware of those rights that do apply.
- Most detainees are regarded as ‘illegal’ immigrants although they do not need to have been convicted of any crime to be detained.
- The UK HRA contributes to the need for detention as it makes it difficult for the UK government to deport failed asylum seekers back to countries where they have few legal rights and may be mistreated.

Relevant research into organisations providing support and legal advice for detainees could also be credited here.

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 candidate’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 coherent argument regarding the position regarding the legal rights of detainees.

Two or more of the arguments made above may be included but any reasoned argument can be credited provided that it is supported by relevant research into the topic. This could include case study material and class debates and discussions.
Some form of conclusion could be expected.

Credit can be given for appropriate reference to the student’s participation in debates, discussions and campaigning on this issue.

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.

Terminology and research into the rights of detainees is used appropriately to present a coherent argument. The evidence provided

may be less convincing and the research undertaken may be lacking in detail.

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 that addresses the question should be attempted even if the supporting evidence provided suggests a lack of effective research. There may be some confusion between legal and moral rights.

(0 marks)

No relevant response.

AO4

Synthesis

Synthesis could be expected from unit 1 regarding legal rights and from this unit regarding the ways in which rights are protected in the UK and changes in the understanding of these rights.

As well as migration from unit 1 material on the UDHR, ECHR, HRA and the Legal Services Commission (including Legal Aid) could be expected.

A knowledge of the way in which UK and European Courts act to protect human rights could be relevant together with an understanding of the practicalities of bringing a case to court. The right to Judicial Review may also be referred to although this is no longer available for appeals against deportation.

Case studies regarding deportations may also be credited but care should be taken to avoid confusion with those detained on terrorist offences, Abu Hamza for example was subject to extradition not deportation.

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.

Three or more synoptic themes could be expected. The level of detail and relevance to the argument presented could determine position in this band.

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. Answers will focus on one or two synoptic themes such as those identified 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.*
- Answers will attempt to use at least one theme from other areas of the specification.
- (0 marks) No relevant response.

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Critically assess the view that detention in removal centres is the best way to manage illegal immigrants in the UK.

[25 marks]

AO1

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.*
- Detailed Knowledge of the distribution, management and functions of removal (detention) centres in the UK is expected.
- A broad understanding of the role of removal (detention) centres in the wider context of UK immigration policy could be a feature of this level.
- 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 are less detailed and may involve generalisations from a limited number of case studies. However it should not be exclusively case study based.
- 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.*
- Some relevant knowledge is expected which may be based exclusively on case studies, it should go beyond the source.
- Answers which only paraphrase source material should not be credited.
- (0 marks) No relevant response.

AO2

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>Expect a detailed analysis of case studies as well as a less specific analysis of the effectiveness of removal (detention) centres in the context of UK immigration policy.</p> <p>An evaluation of the case for and against is expected, however there may be an imbalance in the extent to which each case is examined.</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>Analysis of the case for or against is a partial response and as such is limited to this band.</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>Some analysis is required for this band, although this may be rather one-sided and lack effective evaluation.</p>
	(0 marks)	No relevant response.

AO3

Communication and Action

Below is an indication of the type of points that may be made when critically examining each case.

Case for

- It could be argued that removal (detention) centres are not ideal but are necessary to control illegal immigration because the alternative would be losing track of illegal immigrants.
- They provide a safe haven for detainees whilst their applications for asylum are processed and investigated.
- A large proportion of detainees are awaiting deportation, often due to bureaucratic delays in their native countries.
- The centres are managed by companies accountable to government agencies and have clear standards of humane treatment to maintain.
- Given the background and experiences of many of the detainees before they reached the UK it is only to be expected that many will be suffering from mental health issues.

Case against

- On the other hand it is claimed that they are overly expensive and that cheaper and more humane alternatives are available, such as electronic tagging, which do not involve treating asylum seekers as criminals.
- Indefinite detention should not be needed to enable applications to be processed, many claim that the centres also function as a deterrent to potential immigrants.
- Many have escaped persecution in their own countries and cannot safely be returned, to take away their liberties when they come to the UK compounds their suffering.
- However benign the management of the centres are (and this is not accepted by many detainees who claim they were abused and exploited) there is still a loss of liberty which will be resented. Some detainees have committed suicide and most have mental health problems.

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 candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.

At this level the answer should show a clear structure which addresses both sides of the argument and which uses appropriate terminology to articulate a position regarding the debate. This may involve accepting one case and rejecting the other or it may provide a more nuanced conclusion.

Evidence from the student's own experiences and research can be credited if used to support a valid argument. Students may also have organised debates or conducted surveys of their peer's attitudes which may be used in constructing an argument.

Stronger answers should show some awareness of the global situation regarding migration; of the media pressure and political considerations which may influence government policy in this area.

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.

Terminology and research (including reflection on own or other's experience) is used appropriately to structure a discussion.

Conclusions drawn may be rather unbalanced and perhaps over simplistic. A rather limited understanding of the policy context and

		global pressures may be expected.
Level 1	(1-3 marks)	<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>
		An attempt is made to discuss one or more issues arising. Conclusions may be based on assertion rather than analysis. Paraphrasing arguments presented in the source should not be credited.
	(0 marks)	No relevant response.

AO4

Synthesis

Examples of synthesis could include material from unit 1 on migration as well as the nature of citizenship, rights and responsibilities. Material from unit 2 on the media, pressure groups and campaigns may also be relevant

Material on the political process and the global village from unit 3 plus globalisation from units 4 may be used alongside an understanding of the contemporary political / economic agenda.

Credit can also be provided for excursions into moral and/or political philosophy and the application of ethical models.

Knowledge of alternatives to detention and practices in other countries could also be credited here. As can case study material.

Level 3	(7-9 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>
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At this level an effective application of synoptic themes is anticipated, particularly in relation to a critical examination of each side of the argument.

Three or more examples of synthesis could be expected. The level of detail and relevance to the argument presented could determine position in this band.

Level 2	(4-6 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>
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Typically two or more appropriate examples of synthesis from other specification areas could be expected at this level.

Level 1	(1-3 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>
		At least one example of synthesis is needed.
	(0 marks)	No relevant response.