



**General Certificate of Education  
June 2010**

**Citizenship Studies**

**CIST2**

**Democracy, Active Citizenship and  
Participation**

**Unit 2**

***Mark Scheme***

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

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**GCE CITIZENSHIP STUDIES Unit 2**

**GENERIC MARK SCHEME for Question 01 - Section A (5 marks)**

<b>Level</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>
<b>Level 3</b>	<p><b>(4–5 marks)</b>                      Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories.                      A range of examples are used to relate knowledge and understanding to citizenship issues.</p>
<b>Level 2</b>	<p><b>(2–3 marks)</b>                      Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories.                      Examples are used to relate knowledge and understanding to citizenship issues.</p>
<b>Level 1</b>	<p><b>(1 mark)</b>                      Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories.                      Candidates may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present</p>
	<p><b>(0 marks)</b>                      No relevant response.</p>

**GENERIC MARK SCHEME for Section A – Question 02 (10 marks)**

<b>Level</b>	<b>AO1 Knowledge and Understanding</b>	<b>AO2 Analysis and Evaluation</b>	<b>AO3 Communication and Action</b>
<b>3</b>	<p><b>(3–4 marks)</b> Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples are used to relate knowledge and understanding to citizenship issues.</p>	<p><b>(3 marks)</b> The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p><b>(3 marks)</b> A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the candidate’s own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.</p>
<b>2</b>	<p><b>(2 marks)</b> Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.</p>	<p><b>(2 marks)</b> The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p><b>(2 marks)</b> A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation. There may be occasional errors of spelling, punctuation and grammar.</p>

**Section A – Question 02 continued**

<b>Level</b>	<b>AO1 Knowledge and Understanding</b>	<b>AO2 Analysis and Evaluation</b>	<b>AO3 Communication and Action</b>
<b>1</b>	<p><b>(1 mark)</b> Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories. Candidates may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.</p>	<p><b>(1 mark)</b> The response contains little evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p><b>(1 mark)</b> There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p>
	<p><b>0 marks</b> No relevant response.</p>	<p><b>0 marks</b> No relevant response.</p>	<p><b>0 marks</b> No relevant response.</p>

**GENERIC MARK SCHEME for Section A - Questions 03 and 04 (15 marks)**

<b>Level</b>	<b>AO1 Knowledge and Understanding</b>	<b>AO2 Analysis and Evaluation</b>	<b>AO3 Communication and Action</b>
<b>3</b>	<b>(5–6 marks)</b> Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples are used to relate knowledge and understanding to citizenship issues.	<b>(4–5 marks)</b> 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.	<b>(3–4 marks)</b> A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate the response recognises and draws upon the candidate's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.
<b>2</b>	<b>(3–4 marks)</b> Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.	<b>(2–3 marks)</b> The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.	<b>(2 marks)</b> A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation. There may be occasional errors of spelling, punctuation and grammar.
<b>1</b>	<b>(1–2 marks)</b> Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories. Candidates may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.	<b>(1 mark)</b> The response contains little evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.	<b>(1 mark)</b> There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive.
	<b>0 marks</b> No relevant response.	<b>0 marks</b> No relevant response.	<b>0 marks</b> No relevant response.

**GENERIC MARK SCHEME for Section B**  
**Question 05 (5 marks)**

Level	AO3 Communication and Action
<b>3</b>	<p><b>(4-5 marks)</b></p> <p>A range of relevant evidence is selected and organised which forms the basis of the arguments being presented.</p> <p>Arguments are clear and logical and the response uses appropriate citizenship terminology.</p> <p>Where appropriate the response recognises and draws upon the candidate's own experiences in relation to citizenship participation.</p> <p>The response should be legible with few, if any, errors of spelling, punctuation and grammar.</p>
<b>2</b>	<p><b>(2-3 marks)</b></p> <p>A range of information is selected and organised, from which arguments are developed.</p> <p>The response makes good use of appropriate citizenship terminology.</p> <p>Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation.</p> <p>The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</p>
<b>1</b>	<p><b>(1 mark)</b></p> <p>There is little or no attempt to select and organise information and construct arguments.</p> <p>The response makes limited use of appropriate citizenship terminology.</p> <p>Where appropriate the response indicates only a limited ability to discuss basic elements of citizenship participation.</p> <p>Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p>
	<p><b>0 marks</b></p> <p>No relevant response.</p>

**GENERIC MARK SCHEME for Section B**  
**Question 4 parts 06 and 07 (15 marks)**

Level	AO2 Analysis and Evaluation	AO3 Communication and Action
<b>3</b>	<p><b>(3 marks)</b>                      The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p><b>(9–12 marks)</b>                      A range of relevant evidence is selected and organised which forms the basis of the arguments being presented.                      Arguments are clear and logical and the response uses appropriate citizenship terminology.                      Where appropriate the response recognises and draws upon the candidate's own experiences in relation to citizenship participation.                      The response should be legible with few, if any, errors of spelling, punctuation and grammar.</p>
<b>2</b>	<p><b>(2 marks)</b>                      The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p><b>(5–8 marks)</b>                      A range of information is selected and organised, from which arguments are developed.                      The response makes good use of appropriate citizenship terminology.                      Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation.                      The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</p>
<b>1</b>	<p><b>(1 mark)</b>                      The response contains little evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p><b>(1–4 marks)</b>                      There is little or no attempt to select and organise information and construct arguments.                      The response makes limited use of appropriate citizenship terminology.                      Where appropriate the response indicates only a limited ability to discuss basic elements of citizenship participation.                      Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p>
	<p><b>0 marks</b>                      No relevant response.</p>	<p><b>0 marks</b>                      No relevant response.</p>



**GENERIC MARK SCHEME for Section B**  
**Question 08 (25 marks)**

<b>Level</b>	<b>AO3 Communication and Action</b>
<b>3</b>	<p><b>(17–25 marks)</b>                      A range of relevant evidence is selected and organised which forms the basis of the arguments being presented.                      Arguments are clear and logical and the response uses appropriate citizenship terminology.                      Where appropriate the response recognises and draws upon the candidate’s own experiences in relation to citizenship participation.                      The response should be legible with few, if any, errors of spelling, punctuation and grammar.</p>
<b>2</b>	<p><b>(9–16 marks)</b>                      A range of information is selected and organised, from which arguments are developed.                      The response makes good use of appropriate citizenship terminology.                      Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation.                      The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</p>
<b>1</b>	<p><b>(1–8 marks)</b>                      There is little or no attempt to select and organise information and construct arguments.                      The response makes limited use of appropriate citizenship terminology.                      Where appropriate the response indicates only a limited ability to discuss basic elements of citizenship participation.                      Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p>
	<p><b>0 marks</b>                      No relevant response.</p>

The following indicative content is to be used in conjunction with the Generic Mark Bands. In addition to the indicative content detailed here, all relevant responses will be given credit.

## SECTION A

0	1
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 Outline briefly two ways in which the *credit crunch* has affected the lives of ordinary citizens. (5 marks)

### AO1

#### Level 3 (4-5 marks)

The account outlines two clear ways in which the credit crunch has affected ordinary citizens, eg unemployment due to business failures (Woolworths, Zavvi), difficulty in obtaining credit or needing to repay debts, unable to obtain a mortgage (due to the changing financial climate), loss of income or savings (due to lower interest rates and bank failures). The two ways will be outlined and supported by examples or elaboration.

#### Level 2 (2-3 marks)

A partial account that covers two aspects of the impact of the credit crunch. The response may lack detailed supporting examples.

#### Level 1 (1 mark)

A limited account that outlines briefly at least one impact of the credit crunch.

<b>0</b>	<b>2</b>
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Examine the extent to which it is the duty of government to attempt to overcome the issues that arose from the credit crunch. *(10 marks)*

**AO1**

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

The account will outline several issues that have arisen from the credit crunch, eg unemployment, failing businesses, failure of the banking system, falling interest rates, falling house prices, increased house repossessions, falling stock market, declining manufacturing ie motor industry, declining public finances and an increase in the national debt. The response will outline ways in which the UK government attempted to overcome the crisis, eg increased national debt, providing financial assistance to banks and/or taking them into public ownership, reducing or deferring taxes, providing help to those who might lose their homes, introducing a car scrappage scheme.

**Level 2 (2 marks)**

A partial account that shows some knowledge and understanding of the nature of the credit crunch. Some attempt to outline the ways the government attempted to resolve the situation. Limited understanding shown of the key issues. The response may focus on a limited number of case studies.

**Level 1 (1 mark)**

A limited understanding shown of the nature of the credit crunch or the ways in which the government attempted to resolve the situation. A limited range of examples may be included in the response.

**AO2**

**Level 3 (3 marks)**

The account clearly indicates the role government undertook in regard to the credit crunch. The question poses the point as to whether it is the duty of government to intervene. There is no correct response, it might be argued that it is not the job of government to intervene in a capitalist market economy and that a burden is now being placed on future generations. It may also be argued that the prime role of government is to intervene in such situations as they both represent the whole country and have the necessary power and finance to bring about changes. The response at this level will present evidence in regard to both points of view. Conclusions will be reached based upon the evidence presented.

**Level 2 (2 marks)**

An account that indicates some understanding of the core concepts and issues involved in the government dealing with the issues relating to the credit crunch. A limited number of supportive examples will be used to partially explain the points being made. Limited and partial analysis shown of the evidence presented.

**Level 1 (1 mark)**

Limited understanding shown of the key issues and concepts. Limited range of examples used which are not fully integrated in to the response. The response may be partial and imbalanced and lack a clear conclusion based upon the evidence presented.

**AO3**

**Level 1 (3 marks)**

The account makes good use of the citizenship language associated with the topic. The points made follow a logical progression from the evidence put forward. The response may also involve citizenship experiences that relate to the candidate, their family or the community.

**Level 2 (2 marks)**

The response will contain some citizenship terminology which is correctly applied. The response may refer in general terms to work or research undertaken by the candidate during the course. The account may lack a clear structure.

**Level 1 (1 mark)**

The account will attempt to use some citizenship language in regard to the topic. The account may relate to the candidates own work, activities or experiences. The structure of the response may not clearly follow or be linked to the limited range of evidence presented.

**EITHER****0 3**

Assess the impact of the European Union on political and economic life in the UK. (15 marks)

**AO1****Level 3 (5-6 marks)**

The response gives a clear account of both aspects of the question. The nature of the European Union's impact regarding economic issues may range from general economic stability issues relating to the ECB to competition issues. Candidates may also draw upon labour and judicial decisions and issues like the impact of the social charter in regard to issues such as part time working and family leave. Wider regional issues like economic support to poorer regions of the UK may be mentioned as well as specific local EU supported projects. In regard to political impact, the European issue has pervaded all the major political parties since the UK joined the EEC in 1973. The response may cover a range of issues from Euro scepticism to joining the Euro and issues like breadth v depth may be mentioned as well as opt outs and subsidiary. The Lisbon Treaty and the changes it has brought about may be discussed.

**Level 2 (3-4 marks)**

The account will be partial in regard to its coverage of the range of impacts the European Union has upon the UK. Both elements of the question will normally be mentioned in the response. A number of case studies will be quoted to support the points being made.

**Level 1 (1-2 marks)**

Limited and partial response, indicating some knowledge of some the workings of the European Union. Some examples will be used to illustrate points being made.

**AO2****Level 3 (4-5 marks)**

The response gives a clear understanding of the impact of the European Union upon political and economic life in the UK. The case studies used will relate to the impact of the European Union on the UK. The account will outline conceptual issues like sovereignty and the nature of the nation state. A range of views regarding the impact of the EU should be considered. The response should come to a clear set of conclusions based upon the evidence presented.

**Level 2 (2-3 marks)**

The account will explain the nature of the European Union and some aspects of the impact of the European Union on political and economic life. The response may make reference to economic or political philosophy regarding those who support and those who do not support the UK's continued membership of the European Union. The response will contain a number of supportive examples. A limited number and range of conclusions will be drawn based upon the evidence presented.

**Level 1 (1 mark)**

Limited attempt to draw together the evidence in to a convincing argument. Limited attempt to draw any conclusions. Limited understanding shown of the impact of the European Union on life in the UK.

**AO3**

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

The account makes good use of the citizenship language associated with the topic. The points made follow a logical progression from the evidence put forward. The response may also involve citizenship experiences that relate to the candidate's work or activities in regard to the European Union.

**Level 2 (2 marks)**

The account will contain some citizenship terminology which is applied correctly. Some attempt to draw together the evidence presented into a set of conclusions. The response may include elements that link to the candidate's own citizenship experiences in regard to the topic.

**Level 1 (1 mark)**

The account will contain a limited number of citizenship terms which may not be developed to indicate full understanding. Limited or little attempt to draw conclusions based upon the evidence presented. The response may attempt to make a link to the candidate's own citizenship experiences in regard to the topic.

OR

0	4
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'Pressure groups strengthen the voice of the citizen in political decision making'. Discuss. (15 marks)

**AO1**

**Level 3 (5-6 marks)**

The account will discuss a wide range of pressure groups and their activities. The response may include several case studies of pressure group campaigns. The success or failure of these campaigns will be outlined. The case studies included can be either local, national or have an international impact. The account will indicate how these pressure groups are linked to the political decision making process. The selection of the pressure group and the comments made will be clearly linked to giving the citizen a voice in political decision making.

**Level 2 (3-4 marks)**

The account will be partial in regard to its coverage and the range of pressure groups discussed. The commentary will attempt to link the activities of the pressure groups to political decision making.

**Level 1 (1-2 marks)**

Limited response, indicating some knowledge of the work of a limited number of pressure groups. Some examples will be used to illustrate points being made.

**AO2**

**Level 3 (4-5 marks)**

The response will identify and explain what is meant by the term 'voice of the citizen'. The nature of the politics of pressure groups will be discussed via comments regarding a range of pressure groups and their impact. Pressure groups may be said to weaken the citizen's voice because of their undue influence or their lack of democratic accountability or their links to special interest groups. Points raised regarding strengthening the citizens voice relate to lack of political accountability between elections, ability to raise issues of the moment, allow citizens to fully engage in the democratic process, act as a check on those in power. A conclusion will be developed based upon the evidence presented.

**Level 2 (2-3 marks)**

The account will outline the nature of the term 'voice of the citizen' and outline ways in which pressure groups assist citizens in developing political skills and influence. The response will make reference to a range of pressure group campaigns. The response will contain a number of supportive examples to support the points being made. A limited number and range of conclusions will be drawn based upon the evidence presented. The account may be partial or imbalanced.

**Level 1 (1 mark)**

Limited attempt to draw together the evidence into a convincing argument. Limited attempt to draw any conclusions. Limited understanding shown of the differing elements of the question, regarding the role of pressure groups and how they may or may not assist the citizen in developing a political voice.

**AO3**

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

The account makes good use of the citizenship language associated with the topic. The points made follow a logical progression from the evidence put forward. The response may also relate to active citizenship experiences that have involved the candidate in some form of pressure group activity.

**Level 2 (2 marks)**

The account will contain some citizenship terminology which is applied correctly. Some attempt to draw together the evidence presented into a set of conclusions. The response may include elements that link to the candidates own citizenship experiences in regard to the topic.

**Level 1 (1 mark)**

The account will contain a limited number of citizenship terms which may not be developed to indicate full understanding. Limited or little attempt to draw conclusions based upon the evidence presented. The response may attempt to make a link to the candidate's own citizenship experiences in regard to the topic.



## SECTION B

0	5
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Outline briefly how an active citizenship task you have undertaken benefited as a result of working with others. *(5 marks)*

### AO3

#### Level 3 (4-5 marks)

The response will clearly identify an active citizenship task undertaken by the candidate. Others involved from the community will be clearly identified and their roles explained. The account will outline how these individuals or groups participated in the activity and how the overall task benefitted from their involvement. The account makes good use of citizenship terms and language.

#### Level 2 (2-3 marks)

An account that clearly identifies an active citizenship task which involved the candidate. Others involved from the community are identified and the work they undertook is outlined. There is some attempt to incorporate citizenship terminology.

#### Level 1 (1 mark)

A general account about an active citizenship task. Some attempt to outline how others were involved with the task. Limited use of correct citizenship language.

<b>0</b>	<b>6</b>
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What has been the most effective active citizenship task that you have undertaken? Justify your answer. *(15 marks)*

**AO2**

**Level 3 (3 marks)**

The account makes a clear case for the choice of the active citizenship task. In regard to the justification, the candidate clearly identifies criteria against which they measure the effectiveness of the task they are putting forward. Measures might encompass the end result, the processes involved or the nature of those involved.

**Level 2 (2 marks)**

The account will make reference to a task undertaken by the candidate. An understanding of the nature of active citizenship will be shown through the example used in the response. The account will not always establish clear linkage between the task and an effective citizenship outcome.

**Level 1 (1mark)**

The account will outline an active citizenship task in which the candidate has been involved. There will be some limited attempt to outline why they might be considered an effective example of active citizenship.

**AO3**

**Level 3 (9-12 marks)**

The response clearly relates to an active citizenship task in which the candidate has been involved. The account identifies why this choice was made. Criteria that may be included are successful outcome, longer term group dynamics, improvement in the candidates understanding of active citizenship, raising awareness of an issue, the range of people involved or the impact of the task on others. There will be a clear rationale for the selection of the task. The response will incorporate a wide range of citizenship terms and the account will good use of citizenship language.

**Level 2 (5-8 marks)**

The account will outline a citizenship task in which the candidate has been involved. There will be some limited attempt to outline why they might be considered an effective example of active citizenship. A range of citizenship terms will be applied correctly.

**Level 1 (1-4 marks)**

Limited use of citizenship terminology. A limited range of evidence will be presented about the effectiveness of the active citizenship task undertaken. Limited attempt to marshal the evidence into a clear case that effective active citizenship has been undertaken.

<b>0</b>	<b>7</b>
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Examine the advantages **and** disadvantages of a school or college adopting a Learners' Voice policy? (15 marks)

**AO2**

**Level 3 (3 marks)**

The account will clearly show a clear understanding of the term Learners' Voice. The term may be also explained with the use of examples known to the candidate. The response will identify points both for and against the advantages of adopting a Learners' Voice policy. The points made will be clearly linked to the evidence presented. A clear conclusion will be reached based upon the evidence provided.

**Level 2 (2 marks)**

The account will incorporate a number of examples of how a Learners' Voice policy could operate. Some attempt to produce a range of points for and against such a policy. The evidence presented will be drawn together to form a conclusion.

**Level 1 (1 marks)**

Limited account containing a few points regarding an understanding of a Learners' Voice policy. Limited attempt to draw the point together into a clear conclusion. Limited use of examples to support the points being made.

**AO3**

**Level 3 (9-12 marks)**

The account will make good use of citizenship language and terminology in relation to the topic. The account will develop points that are advantages and disadvantages in regard to developing a Learners' Voice policy. Point for may include reference to developing learners' involvement in the working of their own institutions, ie the democratic voice, encouraging young people to actively participate, ie developing citizenship skills, and increasing students' awareness and understanding of how a complex organisation works, ie developing citizenship knowledge. Points against may include that it distracts an organisation from its educational role, diverts students from their learning, takes up too much time, the impact of formal Learners' Voice forums is often minimal. Students are only passing through an institution so any changes often have no impact during their time of study.

**Level 2 (5-8 marks)**

The account will use correct citizenship terminology and may contain examples of the candidates own involvement as well as understanding of the nature of the Learners' Voice. A limited range of implications will be discussed. The response will discuss in general terms the concept of Learners' Voice.

**Level 1 (1-4 marks)**

Limited use made of correct citizenship terminology. A limited range of evidence and reference to a Learners' Voice policy will be included in the response. Limited attempt to marshal the points made into clear points regarding the impact of a Learners' Voice policy.

**0 8**

Critically assess the role of the media in promoting citizen-based and pressure group campaigns. Use recent case studies to support your arguments.

*(25 marks)***AO3****Level 3 (17-25 marks)**

The account will clearly outline a number of campaigns that have been linked to media influence. The term media will be outlined as relating to a wide range of formats and the examples used will relate to differing forms of the media. The response should contain both examples of traditional pressure group campaigns and ones that owe their development to citizens or groups of citizens. This latter group could include Jamie Oliver's School Dinners Campaign, Hugh Fearnley-Whittingstall's campaign regarding the rearing of chicken, or the campaign started by Rebecca Hoskins in Modbury, Devon regarding the non-use of plastic bags which has now become an international campaign. The candidate may include examples of locally led citizen's campaigns, eg Fathers 4 Justice which started as a citizen led campaign but developed into a more traditional pressure group. All of these examples and others have been heavily reliant upon the media to promote their cause. The account should focus upon the role of the media in regard to the stated case studies: which forms of the media were involved? In what ways did they report the campaign? Did their reports portray a positive or negative image? Did media coverage have an impact on the outcome of the campaign? A clear conclusion should be reached based upon the evidence provided, but the range of case studies used should indicate the range of different impacts the media can have upon a campaign. The response will contain a high level of citizenship language and terminology.

Responses up to the mid-point of this level will develop a clear case using a range of examples. Understanding of the conceptual terms will be weaker. A clear conclusion will be reached but the range of evidence presented will not be so fully examined.

**Level 2 (9-16 marks)**

The response will contain a good range of citizenship terms which are correctly applied. A range of examples will be incorporated into the response. The response will indicate an understanding of how the media interacts with pressure group campaigns. The response will have a clear structure but a number of the points will not be developed. A number of contemporary case studies will be included in the response. A conclusion will be developed based upon the evidence presented.

Responses up to the mid-point of this level will demonstrate some understanding of the concepts involved. A number of case studies will be presented. The evidence will cover some points regarding the media and campaigning. A conclusion will be developed. Some citizenship terminology will be correctly applied.

**Level 1 (1-8 marks)**

The response will make use of a limited range of citizenship terminology. The account will tend to be discursive and outline ways in which the media are involved with pressure group campaigns. The response may make reference to the candidates own participation in active citizenship work. A limited range of evidence will be presented to support the case being made. Limited attempt to draw conclusions based upon the evidence presented.

Responses up to the mid-point of this range will be largely descriptive of the work of pressure groups and the media with a limited attempt to link the evidence presented to the key elements of the question. A limited number of citizenship terms will be applied correctly.

### ASSESSMENT OBJECTIVE GRID

A2 Assessment Objective	Section A			Section B				Total Marks by Assessment Objective
	Marks allocated by Assessment Objective question 01	Marks allocated by Assessment Objective question 02	Marks allocated by Assessment Objective question 03 and 04	Marks allocated by Assessment Objective question 05	Marks allocated by Assessment Objective question 06	Marks allocated by Assessment Objective question 07	Marks allocated by Assessment Objective question 08	
AO1	5	4	6	0	0	0	0	15
AO2	0	3	5	0	3	3	0	14
AO3	0	3	4	5	12	12	25	61
<b>Total</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>5</b>	<b>15</b>	<b>15</b>	<b>25</b>	<b>90</b>