

Version 1.0



**General Certificate of Education
June 2010**

Citizenship Studies

CIST4

Global Issues and Making a Difference

Unit 4

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 4

**GENERIC MARK SCHEME SECTION A questions

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Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
3	<p>(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.</p>	<p>(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.</p>	<p>(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.</p>	<p>(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.</p>
2	<p>(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.</p>	<p>(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.</p>		<p>(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.</p>

Section A questions **0 1** , **0 3** and **0 5** continued

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
1	<p>(1 mark) Answers are characterised by basic citizenship knowledge understanding of relevant concepts and theories. Candidates may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.</p>	<p>(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.</p>	<p>(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.</p>	<p>(1 mark) Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</p>
	<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>

GENERIC MARK SCHEME

SECTION A questions

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 and

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Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
3	<p>(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.</p>	<p>(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.</p>	<p>(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.</p>	<p>(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.</p>
2	<p>(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.</p>	<p>(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.</p>	<p>(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.</p>	<p>(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.</p>

SECTION A questions **0 2** , **0 4** and **0 6** continued

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
1	(1 mark) Answers are characterised by basic citizenship knowledge understanding of relevant concepts and theories. Candidates may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.	(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.	(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.	(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.
	0 marks No relevant response.	0 marks No relevant response.	0 marks No relevant response.	0 marks No relevant response.

GENERIC MARK SCHEME

SECTION B questions 07 and 09

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
3	<p>(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.</p>	<p>(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.</p>	<p>(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.</p>	<p>(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.</p>
2	<p>Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.</p>	<p>Information, views, opinions, ideas and arguments are evaluated and validity is assessed.</p>	<p>(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.</p>	<p>(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.</p>

SECTION B questions **0 7** and **0 9** continued

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
1	(1 mark) Answers are characterised by basic citizenship knowledge understanding of relevant concepts and theories. Candidates may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.	(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.	(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.	(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.
	0 marks No relevant response.	0 marks No relevant response.	0 marks No relevant response.	0 marks No relevant response.

GENERIC MARK SCHEME

SECTION B questions

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 and

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Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
3	<p>(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.</p>	<p>(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.</p>	<p>(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.</p>	<p>(7–9 marks) Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</p>
2	<p>(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.</p>	<p>(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.</p>	<p>(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.</p>	<p>(4–6 marks) Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</p>

SECTION B questions 08 and 10 continued

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
1	<p>(1 mark) Answers are characterised by basic citizenship knowledge understanding of relevant concepts and theories. Candidates may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.</p>	<p>(1mark) 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.</p>	<p>(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.</p>	<p>(1–3 marks) Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</p>
	<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>	<p>0 marks 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

EITHER

01 Examine what is meant by the term Universal Human Rights? *(15 marks)*

AO1 – Knowledge and Understanding

Level 3 (3-4 marks)

The response indicates a clear understanding of the term Universal Human Rights. This may or may not be linked to rights as stated in various legislation including UNDHR, ECHR and HRA.

Level 2 (2 marks)

Answers will show a partial account of the term, there may be some reference to legislation.

Level 1 (1 mark)

Answers will show a limited understanding, probably no link with legislation.

AO2 – Analysis and Evaluation

Level 3 (5-6 marks)

Answers should give a wide range of rights with some analysis and evaluation being shown by how important these rights might be or possibly by considering how well various rights are protected. Stronger responses may include consideration of how rights have changed in recent (post 1945) history, i.e. human to gender to sexual to environmental etc.

Level 2 (3-4 marks)

Answers will show partial analysis of the use of the term “universal human rights”. This could include the use of examples without any depth of analysis or some evaluation of the role of legislation.

Level 1 (1-2 marks)

Answers will show limited evidence of analysis and evaluation.

AO3 - Communication and Action

Level 3/2 (2 marks)

The account makes good use of citizenship terminology associated with this topic. The points made are developed using the evidence provided some of which *may* relate to their own involvement in citizenship activities. Legibility is expected but there may be occasional errors of spelling, punctuation and grammar.

Level 1 (1 mark)

Limited use of citizenship terms which may not be developed. Legibility may be poor and errors of spelling, punctuation and grammar could be intrusive.

AO4 Synthesis

Level 3 (3 marks)

Answers demonstrate an excellent ability to synthesise knowledge, concepts and/or case studies from different areas of the specification or beyond. These could, for example, draw on historical and/or cross cultural conceptualisations of human rights; campaigns against violations of human rights (including participation in these); or a discussion of the concept of “universal” morality.

Level 2 (2 marks)

Demonstrate at least two of the elements of synthesis as outlined above.

Level 1 (1 marks)

Demonstrate at least one element of synthesis.

02 ‘Globalisation has been a force for good.’ Discuss this view.

(25 marks)

AO1 - Knowledge and Understanding

Level 3 (4-5 marks)

This question invites candidates to illustrate their knowledge of the process of globalisation. This may be illustrated by reference to the different aspects of globalisation eg: the cultural, political, environmental and economic. Candidates do not need to cover all the aspects to gain top marks. There may be an outline of the various consequences of globalisation and/or some reference to theories of globalisation. Alternatively students may make use of case studies to demonstrate understanding.

Level 2 (2-3 marks)

Answers will be partial, some knowledge of one or more aspects the process is expected but this could be demonstrated through examples or case studies.

Level 1 (1 marks)

Answers may show basic knowledge of one aspect or example of globalisation.

AO2 - Analysis and Evaluation

Level 3 (6-8 marks)

A balanced response that considers both the positive and negative aspects of globalisation from a range of perspectives. For example cultural globalisation would examine the plurality of culture versus the concept of cultural imperialism. Politically ideas such as international dialogue and conflict resolution may be explored. On a negative side loss of power of elected governments and the increase of global decision making could be considered. Economically the debate may focus on the benefits and disadvantages of transnational corporations. Additionally the positives and negatives of international trade may well be considered. Candidates do not need to cover all these aspects to gain top marks.

Level 2 (3-5 marks)

The response may lack balance and/or makes limited use of evidence to support the points that are being made.

Level 1 (1-2 marks)

Limited analysis of one or two issues related to globalisation.

AO3 - Communication and Action

Level 3 (3-4 marks)

A wide range of evidence on the effects of globalisation is selected and organised to reach a conclusion which may support or refute the claim made. The account makes good use of citizenship terminology associated with this topic and may include elements that relate to their own participation in citizenship activities. Legibility and few, if any, errors of spelling, punctuation and grammar are expected.

Level 2 (2 marks)

The points made are developed using some appropriate citizenship terminology and evidence some of which *may* relate to their own involvement in citizenship activities. Legibility is expected but there may be occasional errors of spelling, punctuation and grammar. There may be some lack of structure.

Level 1 (1 marks)

Limited evidence and terminology may be used to construct a basic argument regarding the claim made. Legibility may be poor and errors of spelling, punctuation and grammar could be intrusive.

02 cont -

AO4 -

Synthesis

Level 3 (6-8 marks)

Demonstrates an excellent ability to synthesise a range of evidence drawn from different areas of the specification (eg: trade / environmental issues, human rights, global village etc) and/or from their own in depth study of a global issue (eg: fair trade, climate change, industrialisation, child labour etc).

Level 2 (3-5 marks)

Demonstrates a partial ability to synthesise evidence drawn from a limited number of areas of the specification and from their own research.

Level 1 (1-2 marks)

Limited evidence of synthesis.

OR

03 Explain the differences between **two** theories of globalisation. *(15 marks)*

AO1 – Knowledge and Understanding

Level 3 (3-4 marks)

Answers should show a clear understanding of two different schools of thought or perspectives on globalisation. These could be examined through theories such as modernisation and neoliberal on the consensus side and dependency theory or traditional Marxism in the conflict side.

Level 2 (2 marks)

Answers will show a partial account, possibly only covering one perspective adequately.

Level 1 (1 mark)

Answers will show a limited understanding.

AO2 – Analysis and Evaluation

Level 3 (5-6 marks)

The most likely points of comparison between the theoretical perspectives are that globalisation is occurring. Much more will be seen on the contrast of theories. This may focus on positive versus the negative aspects. Candidates may focus on a particular aspect of globalisation to highlight their argument. Alternatively they may present a more general theoretical argument highlighting key features of each school of thought. They may also use examples and case studies to make evaluative points. The analysis of differences must be explicit.

Level 2 (3-4 marks)

Answers will show partial analysis of the differences, this could be implicit in the use of examples / case studies.

Level 1 (1-2 marks)

Answers will show limited evidence of analysis and evaluation which may be of one perspective only.

AO3 - Communication and Action

Level 3/2 (2 marks)

The account makes good use of citizenship terminology associated with this topic. The account is structured and legibility is expected but there may be occasional errors of spelling, punctuation and grammar.

Level 1 (1 mark)

Limited use of citizenship terms which may not be developed. Legibility may be poor and errors of spelling, punctuation and grammar could be intrusive. Some lack of structure.

AO4 Synthesis

Level 3 (3 marks)

Answers demonstrate an excellent ability to synthesise knowledge, concepts and/or case studies from different areas of the specification or beyond. These could, for example, draw on alternate sociological or historical perspectives.

Level 2 (2 marks)

Demonstrate partial evidence of synthesis.

Level 1 (1 marks)

Limited evidence of synthesis.

AND

04 Critically assess the work of international bodies in attempting to resolve an international conflict that you have studied. *(25 marks)*

AO1 - Knowledge and Understanding

Level 3 (4-5 marks)

This question will focus on a case study which could be taken from any recent conflict. Answers should give a clear outline of the nature of the conflict and its origins. Reference should be made to a range of international bodies such as UN, NATO, EU where applicable.

Level 2 (2-3 marks)

Answers will demonstrate partial knowledge of a case study with less emphasis on the role of international bodies.

Level 1 (1 marks)

Answers may show basic knowledge of a case study.

AO2 - Analysis and Evaluation

Level 3 (6-8 marks)

The main focus of the analysis should be on the role of international bodies. This may include general statements on the work of bodies involved in conflict resolution alongside more specific activities. The nature of the conflict will determine the consideration given to each body. Answers may also include reference to lack of action and this may include proposals of work which could be undertaken in resolution of a particular conflict.

Level 2 (3-5 marks)

The response may lack balance and makes limited use of evidence to support the points that are being made.

Level 1 (1-2 marks)

Limited analysis of one or two issues related to the role of international bodies.

AO3 - Communication and Action

Level 3 (3-4 marks)

A wide range of evidence is selected and organised to reach a conclusion. The account makes good use of citizenship terminology associated with this topic and may include elements that relate to their own participation in citizenship activities. Legibility and few, if any, errors of spelling, punctuation and grammar are expected.

Level 2 (2 marks)

The points made are developed using some appropriate citizenship terminology and evidence some of which *may* relate to their own involvement in citizenship activities. Legibility is expected but there may be occasional errors of spelling, punctuation and grammar. There may be some lack of structure.

Level 1 (1 marks)

Limited use of appropriate terminology. Legibility may be poor and errors of spelling, punctuation and grammar could be intrusive.

AO4 - Synthesis

Level 3 (6-8 marks)

Demonstrates an excellent ability to synthesise a range of evidence drawn from their own research and different areas of the specification.

Level 2 (3-5 marks)

Demonstrates a limited ability to synthesise evidence drawn from a limited number of areas.

Level 1 (1-2 marks)

Limited evidence of synthesis.

OR

05 Explain what is meant by the term conflict resolution?

(15 marks)

AO1 – Knowledge and Understanding

Level 3 (3-4 marks)

Answers should show knowledge and understanding of the use of the term conflict resolution in a citizenship context. They may or may not consider a range of strategies for conflict resolution. Strategies considered may include mediation, use of force, sanctions, boycotts, targeted aid/support. Examples and case studies could be used to demonstrate understanding. Answers that focus exclusively on non-global issues should still be able to access full marks.

Level 2 (2 marks)

Answers will show a partial account possibly relying on examples.

Level 1 (1 mark)

Answers will show a limited understanding, this could be an example.

AO2 – Analysis and Evaluation

Level 3 (5-6 marks)

Answers should focus on the meaning and use of the term conflict resolution in a citizenship context. Examples could be used to facilitate analysis. Evaluation could also be shown by considering the relative advantages and limitations of methods in relation to a variety of conflict situations.

Level 2 (3-4 marks)

Answers will show partial analysis of the term and/or methods used.

Level 1 (1-2 marks)

Answers will show limited evidence of analysis and evaluation.

AO3 - Communication and Action

Level 3/2 (2 marks)

The account makes good use of citizenship terminology associated with this topic. The account is structured and legibility is expected but there may be occasional errors of spelling, punctuation and grammar.

Level 1 (1 mark)

Limited use of citizenship terms which may not be developed. Legibility may be poor and errors of spelling, punctuation and grammar could be intrusive. Some lack of structure.

AO4 Synthesis

Level 3 (3 marks)

Answers demonstrate an excellent ability to synthesise knowledge, concepts and/or case studies from different areas of the specification or beyond. Comparisons with conflict resolution in other citizenship contexts could be credited here.

Level 2 (2 marks)

Demonstrates partial evidence of synthesis.

Level 1 (1 marks)

Limited evidence of synthesis.

06 Critically assess how citizens can bring about change in relation to human rights abuse. Illustrate your answer with cases that you have studied. (25 marks)

AO1 - Knowledge and Understanding

Level 3 (4-5 marks)

This question looks to encourage answers linked to case studies on human rights abuse. Answers may also give more general detail on the nature of human rights abuse and the forms it can take such as genocide and war crimes. The main focus should be on the role of the citizen within and outside of groups which may include the work of human rights groups. Here the students will have studied a number of cases which involve the work of different groups or individuals.

Level 2 (2-3 marks)

Answers will demonstrate partial knowledge of case studies.

Level 1 (1 marks)

Answers may show basic knowledge of a case study.

AO2 - Analysis and Evaluation

Level 3 (6-8 marks)

The relative success of groups and campaigns could be analysed but evaluation should be made not only of the work of groups but citizens involvement in these groups and how this can be a form of active participation.

Level 2 (3-5 marks)

The analysis may be limited and may focus on groups' activities or citizens' involvement.

Level 1 (1-2 marks)

Limited evaluation which may only consider a specific case study.

AO3 - Communication and Action

Level 3 (3-4 marks)

A wide range of evidence is selected and organised to reach a conclusion. The account makes good use of citizenship terminology associated with this topic and may include elements that relate to their own participation in citizenship activities. Legibility and few, if any, errors of spelling, punctuation and grammar are expected.

Level 2 (2 marks)

The points made are developed using some appropriate citizenship terminology and evidence some of which *may* relate to their own involvement in citizenship activities. Legibility is expected but there may be occasional errors of spelling, punctuation and grammar. There may be some lack of structure.

Level 1 (1 marks)

Limited use of appropriate terminology. Legibility may be poor and errors of spelling, punctuation and grammar could be intrusive.

AO4 - Synthesis

Level 3 (6-8 marks)

Demonstrates an excellent ability to synthesise a range of evidence drawn from their own research and different areas of the specification (eg: pressure groups, identity, human rights, active citizenship).

Level 2 (3-5 marks)

Demonstrates a limited ability to synthesise evidence drawn from a limited number of areas.

Level 1 (1-2 marks)

Limited evidence of synthesis.

SECTION B

EITHER

07 Explain some of the methods Amnesty International uses for this type of campaign. *(15 marks)*

AO1 - Knowledge and Understanding

Level 3/2 (2 marks)

The response will clearly indicate knowledge and understanding of the ways in which Amnesty conduct their campaigns and therefore which methods they would use in this case. At least two methods may be considered including demonstrations, letter writing, petitions including online and direct action.

Level 1 (1 marks)

A basic level of knowledge regarding at least one method used by Amnesty for this type of campaign.

AO2 - Analysis and Evaluation

Level 3/2 (2 marks)

Students are expected to discuss methods which have been used in other campaigns which they may have examined in their research and apply their use to this issue. For those who may have looked at this particular campaign during their research they will be able to make direct reference to the campaign.

Level 1 (1 marks)

A more limited use of analysis and evaluation regarding one or more method used.

AO3 - Communication and Action

Level 3 (4-5 marks)

A range of evidence is selected and organised to form a coherent commentary regarding the methods that were or could have been expected to have been used in this type of campaign. The points made could be informed by the study of campaign methods generally and/or the candidates own participation in similar campaigns. The account will make good use of citizenship language and terminology in relation to the topic. Legibility and few, if any, errors of spelling, punctuation and grammar are expected.

Level 2 (2-3 marks)

A more limited range of evidence is selected and organised to form a commentary regarding the methods that were or could have been expected to have been used in this campaign. The points made may be more generic although they should still be informed by the study of Amnesty's methods and/or the candidates own participation. Use of appropriate terminology and legibility is expected but there could be occasional errors of spelling, punctuation and grammar. The account may lack structure.

Level 1 (1 mark)

A basic commentary on one or more of the methods described. Legibility may be poor and errors of spelling, punctuation and grammar could be intrusive.

AO4 - Synthesis

Level 3 (5-6 marks)

Candidates are expected to draw both upon their research undertaken in regard to Amnesty International and their knowledge from other units (eg: campaigning methods from Unit 2). Candidates may also link to the specific area of human rights to assess the likely effect or the methods used. Comparative material from historical campaigns or ethical / political considerations etc should be credited if they add to the commentary provided.

Level 2 (3-4 marks)

Answers may focus on their own research and/or other areas of the specification such as; campaigning methods; pressure groups and human rights.

Level 1 (1-2 marks) Limited evidence of synthesis.

AND

08 Critically assess the effectiveness of Amnesty International in achieving its aims. <div style="text-align: right;"><i>(25 marks)</i></div>
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AO1 - Knowledge and Understanding**Level 3 (3 marks)**

Answers should include clear evidence of research on Amnesty and their work and how this work can be seen to address human rights abuse.

Level 2 (2 marks)

A partial knowledge of some of Amnesty International's campaigns and its aims.

Level 1 (1 marks)

A basic knowledge of any one of Amnesty International's campaigns *and/or* the aims of the organisation.

AO2 - Analysis and Evaluation**Level 3 (3-4 marks)**

Consideration should be given to assessing the effectiveness of campaigns they have studied rather than a purely descriptive account of the various campaigns. Some accounts may assess this with reference to both successful and unsuccessful campaigns. Others may link to how Amnesty's work may have been influential in bringing about change by influencing other organisations or through combined campaigning with other organisations. Consideration may also be given to the international nature of Amnesty and therefore its worldwide scope and recruitment to campaigns

Level 2 (2 marks)

Answers will contain some analysis of the effectiveness of more than one campaign *and/or* other elements outlined above.

Level 1 (1 marks)

Limited analysis of the effectiveness of at least one campaign *or* other evaluative point.

AO3 - Communication and Action**Level 3 (7-9 marks)**

An extensive range of evidence, which may draw upon the students own experiences, is selected and organised to form a coherent argument regarding the effectiveness or otherwise of Amnesty International in achieving its aims. Extensive use of appropriate citizenship terminology, legibility and few, if any, errors of spelling, punctuation and grammar are expected. Account should be well structured.

Level 2 (4-6 marks)

A range of evidence is selected and organised to form an argument regarding the effectiveness or otherwise of Amnesty International. Use of appropriate terminology and legibility is expected but there could be occasional errors of spelling, punctuation and grammar. Some lack of structure.

Level 1 (1-3 marks)

Some evidence used in an attempt to construct a basic argument regarding effectiveness. Legibility may be poor and errors of spelling, punctuation and grammar could be intrusive.

AO4 - Synthesis**Level 3 (7-9 marks)**

As well as their researched knowledge of Amnesty candidates should draw on their knowledge of other of pressure groups (eg: Liberty) and also of work on human rights and human rights abuse. This may well be contrasted to the work of other groups which students may have studied either in AS or A2 modules. Comparative material on other types of international action on Human Rights abuses (eg UN, EU or governmental) should also be credited.

Level 2 (4-6 marks)

Answers may focus on their own research and/or other areas outlined above. At least two good examples of synthesis should be explicit.

Level 1 (1-3 marks)

Limited evidence of synthesis.

OR

09 Explain some of the methods the votes at 16 campaigners might use to promote their cause. *(15 marks)*

AO1 - Knowledge and Understanding

Level 3/2 (2 marks)

The response should consider the aim of the campaign as well as the methods used. The notion of engaging young people to the campaign may be considered.

Level 1 (1 marks)

A basic level of knowledge regarding Vote at 16 or campaigning methods generally.

AO2 - Analysis and Evaluation

Level 3/2 (2 marks)

Answers should analyse some of the methods used including the use of the Internet as a campaigning tool and why this is specifically appropriate to the campaign in question. Evaluation may also be shown in considering whether other methods may also be used to improve the response to the campaign and reaching other target audiences.

Level 1 (1 marks)

A more limited use of analysis and evaluation regarding one or more method used.

AO3 - Communication and Action

Level 3 (4-5 marks)

A range of evidence is selected and organised to form a coherent commentary regarding the methods that were or could have been expected to have been used in this type of campaign. The points made could be informed by the study of campaign methods generally and/or the candidates own participation in similar campaigns. The account will make good use of citizenship language and terminology in relation to the topic. Legibility and few, if any, errors of spelling, punctuation and grammar are expected.

Level 2 (2-3 marks)

A more limited range of evidence is selected and organised to form a commentary regarding the methods that were or could have been expected to have been used in this campaign. The points made may be more generic although they could still be informed by the candidates own participation. Use of appropriate terminology and legibility is expected but there could be occasional errors of spelling, punctuation and grammar. The account may lack structure.

Level 1 (1 mark)

A basic commentary on one or more of the methods described. Legibility may be poor and errors of spelling, punctuation and grammar could be intrusive.

AO4 - Synthesis

Level 3 (5-6 marks)

Candidates are expected to draw both upon their research undertaken in regard to Vote at 16 and their knowledge from other units (eg: campaigning methods from Unit 2). Candidates may also want to link this internet campaign with others they have looked at and why in each case this is an appropriate and effective method.

Level 2 (3-4 marks)

Answers may focus on their own research and/or other areas of the specification such as; campaigning methods; rights, power, political parties etc.

Level 1 (1-2 marks)

Limited evidence of synthesis.

AND

10 Critically examine the case for **and** against changing the voting age to 16. (25 marks)

AO1 - Knowledge and Understanding

Level 3 (3 marks)

The response will clearly indicate knowledge and understanding regarding this campaign and may include current patterns of voting and/or the nature of contemporary politics.

Level 2 (2 marks)

A partial knowledge of this campaign and/or current patterns of voting.

Level 1 (1 marks)

A basic level of knowledge probably limited to aspects of the campaign itself.

AO2 - Analysis and Evaluation

Level 3 (3 marks)

Responses should show a balanced case for and against the introduction of voting at 16. This may include consideration of the implications to human rights for 16 year olds and their position in society.

Level 2 (2 marks)

Responses may be less balanced and show partial analysis.

Level 1 (1 marks)

A limited analysis, probably one sided completely.

AO3 - Communication and Action

Level 3 (7-9 marks)

A range of evidence is selected and organised to present both sides of the debate effectively. The account is well structured and a conclusion may be reached. It will make good use of citizenship language and terminology in relation to the topic. Legibility and few, if any, errors of spelling, punctuation and grammar are expected.

Level 2 (4-6 marks)

A more limited range of evidence is selected and organised and the argument may be one-sided. Use of appropriate terminology and legibility is expected but there could be occasional errors of spelling, punctuation and grammar. The account may lack structure.

Level 1 (1-3 mark)

A basic commentary. Legibility may be poor and errors of spelling, punctuation and grammar could be intrusive.

AO4 - Synthesis

Level 3 (7-9 marks)

As well as their researched knowledge of Vote at 16 candidates should draw on their knowledge from CIST3 on Politics, Power and Participation. Consideration should also be given to political apathy and whether the campaign may improve the situation among young people. Answers may show understanding of the current patterns of voting and how reducing the age will have a positive or negative impact on the situation. Answers may also investigate the nature of contemporary politics and whether young people feel alienated by the system at present. Reference may also be made to work on Active Citizenship from other units and/or linked to their own involvement in this or other similar campaigns.

Level 2 (4-6 marks)

Answers may focus on two or more of the above.

Level 1 (1-3 marks)

Limited evidence of synthesis.

ASSESSMENT OBJECTIVE GRID

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