



**General Certificate of Education
January 2011**

Citizenship Studies

CIST3

Power and Justice

Unit 3

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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

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GENERIC MARK SCHEME

for questions

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Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
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.	(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.	(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.	(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.
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.	(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.		(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.
1	(1 mark) Answers are characterised by basic citizenship knowledge and 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 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.
	(0 marks) No relevant response.	(0 marks) No relevant response.	(0 marks) No relevant response.	(0 marks) No relevant response.

GENERIC MARK SCHEME

for questions

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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>

GENERIC MARK SCHEME

for questions **0 2** , **0 4** , **0 6** , **0 8** , **1 0** and **1 2** (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 and 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>(1–2 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.</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

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Explain the powers of the police to arrest a suspect.

(15 marks)

AO1 (4 marks)

Level 3 (3-4 marks)

At this level, responses should show an explanation of the various options available to the police for arresting a suspect under the Police and Criminal Evidence Act 1984 (as amended by Section 110 of The Serious Organised Crime and Police Act 2005). This might include an explanation of:

- arrest with a warrant
- arrest without a warrant (Section 110 (1) and (2) SOCAP 2005)
- common law right to arrest for breach of the peace.

Note:

1. Not all of these are necessary for full marks.
2. The above are given only as examples.
3. Other relevant statutory and non-statutory powers and case study examples may be credited.

Answers are extensive and demonstrate a wide range of knowledge of statutory provisions.

Level 2 (2 marks)

At this level, candidates demonstrate a good level of knowledge and understanding of the above issues but may not include such a wide range of provisions.

Level 1 (1 mark)

At this level, responses will show a limited understanding of the powers of the police to effect an arrest.

AO2 (6 marks)

Level 3 (5-6 marks)

Candidates will discuss the options available to the police to arrest a suspect and give examples of situations where an arrest may be made. An evaluation of the adequacy of the statutory powers will be clear and developed.

Level 2 (3-4 marks)

Middle level answers will begin to show development of the options available to the police and may include limited examples and reference to the adequacy of the statutory powers of arrest.

Level 1 (1-2 marks)

At this level, answers will have a limited discussion of the options for making an arrest, lack examples and will have basic reference to the adequacy of the powers.

AO3 (2 marks)

Levels 3 and 2 (2 marks)

The response should show a clear structure which is logical and which uses the correct terminology quoting statutory provisions. In evaluation of the adequacy of the powers of arrest, candidates may draw on specific examples to illustrate their response. The answer should show a clear structure and discussion of the powers of arrest. Candidates may draw on their own observations.

Level 1 (1 mark)

There is a basic attempt to select and organise information and construct arguments. Candidates will use language appropriate to the issues of police powers of arrest.

AO4 (3 marks)

Level 3 (3 marks)

Candidates will demonstrate an excellent ability to synthesise material to organise and construct an argument, and will draw concepts and examples from a range of citizenship sources and will construct an answer that responds to the issues raised in the question.

Level 2 (2 marks)

Answers will demonstrate a good ability to synthesise material to organise and construct an argument, and will draw concepts and a more limited range of examples in order to respond to the issues raised in the question.

Level 1 (1 mark)

At this level, answers demonstrate a basic ability to synthesise material and construct a basic argument.

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“Sentencing should be directed towards the particular offender rather than the crime committed.” Discuss this statement. (25 marks)

AO1 (5 marks)

Level 3 (4-5 marks)

At this level, candidates should explain the range and purpose of sentencing aims, such as retribution and rehabilitation. Candidates should also explain the range of powers of the court which may be appropriate, bearing in mind aggravating and mitigating factors, such as planned criminal activity and showing remorse respectively, in individual cases. Candidates may consider fixed penalty crimes, such as life imprisonment for murder.

Level 2 (2-3 marks)

At this level, responses will show a more limited understanding of sentencing aims and the powers of the court. This may include a more limited range of sentencing aims and powers of the court, or may include only one aspect in more detail.

Level 1 (1 mark)

At this level, responses are characterised by basic knowledge of sentencing aims and the powers of the court.

AO2 (8 marks)

Level 3 (6-8 marks)

At this level, candidates will consider different approaches to sentencing that may be taken in dealing with individual offenders, including first-time offenders, individual deterrence, employment and family considerations, elements of violence, spontaneous or planned criminal activity, etc. Candidates should give a balanced answer considering the concept of 'one size fits all', zero tolerance approach for certain offences regardless of circumstances. Candidates should consider the advantages and disadvantages of different approaches to sentencing.

This is a wide question and there are a number of approaches that candidates may take, and it is not possible or desirable to be prescriptive. Candidates will reach a sound evaluative conclusion based on the evidence adduced in their answer.

Level 2 (3-5 marks)

At this level, answers will begin to show a more developed response either through in-depth analysis of a more limited range of examples, or with limited depth but greater range.

Level 1 (1-2 marks)

At this level, answers will have a limited range of examples which show limited development and explanation.

AO3 (4 marks)

Level 3 (3-4 marks)

Candidates should show a clear structure which is logical and which uses appropriate terminology and examples of sentencing practice. They may also draw on their own observations.

Level 2 (2 marks)

Answers will show more limited structure and use of terminology appropriate to sentencing.

Level 1 (1 mark)

Answers will show a more basic ability to use sentencing terminology and will have a more limited structure.

AO4 (8 marks)

Level 3 (6-8 marks)

Candidates will use a range of relevant concepts relating to sentencing and use examples, showing an excellent ability to synthesise material and to construct an argument which responds to the issues raised in the question.

Level 2 (3-5 marks)

Candidates will show a good ability to synthesise material and use examples, and to link the sentencing process to issues of justice and fairness.

Level 1 (1-2 marks)

Answers will show a limited ability to synthesise material or use examples of appropriate terminology.

0 3

Examine the role of judges in achieving a **fair** criminal trial.

(15 marks)

AO1 (4 marks)

Level 3 (3-4 marks)

The response shows wide-ranging and in-depth knowledge and understanding of the role of a judge in achieving a fair criminal trial, including:

- determining admissibility of evidence
- settling any legal points arising
- ensuring correct procedures are adhered to
- controlling the management of the trial
- making notes and summing up the evidence for the jury
- impartiality and independence
- determining an appropriate sentence if the defendant is found guilty or acquitting and releasing the defendant subsequent to a not-guilty verdict
- following the rules of natural justice
- ensuring compliance with the Human Rights Act 1998.

Note:

1. Not all of these are necessary for full marks.
2. Other relevant and accurate issues dealt with by a judge will be credited.
3. Answers which focus only on the role of the judges should normally not receive marks above Level 2.

Level 2 (2 marks)

Responses will show a more limited understanding of the role of a judge and there will be a narrower range of aspects covered.

Level 1 (1 mark)

Responses will show a limited understanding with basic points and few aspects covered.

AO2 (6 marks)

Level 3 (5-6 marks)

Candidates will develop the explanation of the issues raised in AO1 by discussing the importance and relevance of the judge's role in determining a fair trial. The response may give case law examples such as the extradition proceedings of General Pinochet in the House of Lords. Evaluation of the procedures and statutory provisions may be shown in discussion.

Level 2 (3-4 marks)

The response will begin to show discussion and analysis of the role of the judge and procedures and statutory provisions, with more limited evidence.

Level 1 (1-2 marks)

Any analysis and evaluation will be more limited, with little or no supporting evidence. The development and explanation will be brief and limited.

AO3 (2 marks)

Levels 2 and 3 (2 marks)

Candidates will use language appropriate to criminal court procedures and may draw on their own observations. The response should show a clear structure which is logical and with correct terminology.

Level 1 (1 mark)

The response makes some basic attempts to use appropriate terminology and a limited attempt to select and organise information.

AO4 (3 marks)

Level 3 (3 marks)

Candidates will draw on concepts of fairness and justice, and use examples, from a range of citizenship sources. They will construct an answer that responds to the issues raised in the question. Responses will demonstrate an excellent ability to synthesise from different responses and construct an argument.

Level 2 (2 marks)

There will be a good ability to synthesise material and construct an argument.

Level 1 (1 mark)

There will be a limited ability to synthesise material from different areas and construct a basic argument.

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Discuss the significance of age, gender **and** ethnicity with regard to criminal behaviour. *(25 marks)*

AO1 (5 marks)

Level 3 (4-5 marks)

At this level, the response will identify and explain some of the issues surrounding the factors of age, gender and ethnicity, for example:

- age patterns for criminal behaviour
- male and female criminal behaviour
- reasons for higher rates of crime among ethnic minorities.

The response will be extensive and will include examples.

Note:

For full marks, each of the three factors in the question must be addressed although not necessarily from the above angles or in equal depth.

Level 2 (2-3 marks)

The response at this level will show a more limited understanding of the above issues. At least two issues must be addressed.

Level 1 (1 mark)

Lower level response will show more limited understanding and may not address all three issues in the question.

AO2 (8 marks)

Level 3 (6-8 marks)

Candidates will consider the problems associated with the factors of age, gender and ethnicity. For example a discussion concerning the peak age for offending and although mainly a male activity, the rise in female crime in recent years and possible reasons for this may be raised. Candidates may also discuss the differences between male and female crime with analysis.

Candidates should also consider the reasons for crime rates for ethnic minorities and evaluate the problems surrounding such issues. All three issues must be addressed with evaluation of information and ideas and a clear argument produced with assessment of its validity.

Level 2 (3-5 marks)

At this level answers will begin to show a developed response but lacking in the depth or range of the higher level response and may include a more limited range of reasons for crime rates and analysis and evaluation will not be wide ranging. At least two issues must be addressed.

Level 1 (1-2 marks)

At this level answers will show limited development and analysis and may not address all issues.

AO3 (4 marks)

Level 3 (3-4 marks)

Candidates will use language appropriate to the issues surrounding factors affecting criminal behaviour and should show a clear structure which is logical and addresses all three issues raised by the question. Candidates may draw on their own observations.

Level 2 (2 marks)

At this level answers will show a more limited structure and use of appropriate terminology, addressing all three issues raised by the question.

Level 1 (1 mark)

At this level answers will show a basic ability to construct an argument and may not address all three aspects of the question.

AO4 (8 marks)

Level 3 (6-8 marks)

Candidates will draw on concepts related to criminal behaviour and use examples from a range of citizenship sources and will construct an answer that responds to the issues raised in the question using a range of examples to produce a coherent and well argued response. Answers will demonstrate an excellent ability to synthesise knowledge from different areas and construct a valid argument on at least two aspects of the question.

Level 2 (3-5 marks)

Answers will demonstrate a good ability to synthesise ideas to show an ability to link causes to outcomes on two aspects or fewer of the question.

Level 1 (1-2 marks)

At this level answers will show a limited ability to use knowledge and ideas from different resources and a basic ability to construct an argument on one or more aspects of the question.

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Explain the purpose of bail **and** comment on conditions which may be placed upon bail. *(15 marks)*

AO1 (4 marks)

Level 3 (3-4 marks)

At this level, candidates should show a sound understanding of the purpose of bail, including both police and court bail, and be able to explain the presumption under the Bail Act 1976 (as amended) in favour of bail, and the aim of bail to enable defendants to enjoy freedom pending trial and its link with the presumption of innocence until proven guilty. Reference could be made to cases where bail is normally refused.

Candidates will explain the diversity of conditions which may be placed on bail including ones tailored to particular defendants and explain the purpose of such conditions and the penalty for breaking bail conditions. For Level 3, both aspects of the question must be covered.

Level 2 (2 marks)

At this level candidates should show a clear understanding of bail and conditions imposed upon it as outlined for Level 3 above.

Level 1 (1 mark)

At this level responses will show a limited understanding of bail and possible conditions attached.

AO2 (6 marks)

Level 3 (5-6 marks)

At this level responses should contain a range of examples of conditions on bail which should include analysis and comment on the reasons and wisdom of such conditions being imposed. This could include material from cases which students have followed during a court visit and the conditions need to be related to the crime charged and individual defendant.

Level 2 (3-4 marks)

Middle level answers will show a more developed response but will have a more limited range of conditions and less in depth comment.

Level 1 (1-2 marks)

At the lowest level answers will have a limited range of examples and show limited development and analysis.

AO3 (2 marks)

Levels 2 & 3 (2 marks)

The response should show a clear structure which is logical and which uses appropriate terminology and statutory provision. Candidates may draw upon their own observations.

Level 1 (1 mark)

At this level, there will be some basic attempt to use appropriate terminology.

AO4 (3 marks)

Level 3 (3 marks)

The response will demonstrate an excellent ability to synthesise knowledge and construct an argument based on illustrations drawn from court visits and/or examples.

Level 2 (2 marks)

At this level, there will be a more limited attempt to link other areas of study.

Level 1 (1 mark)

At this level, there will be only basic attempts to link to other areas.

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“The use of juries in the criminal justice system is unreliable and ineffective in today’s society.” Critically assess this statement. *(25 marks)*

AO1 (5 marks)

Level 3 (4-5 marks)

Candidates should raise a range of issues relating to the (un)reliability and (in)effectiveness of the jury system, including:

- lay peer involvement in the criminal justice system
- use of democracy within the jury’s decision making
- justice being done and being seen to be done
- perverse verdicts
- lack of training, intelligence testing, etc
- jury nobbling
- cost
- high media profile.

Level 2 (2-3 marks)

At this level, answers will show knowledge and understanding of the issues but still may only consider a more limited range of issues or consideration of a greater range will not be in depth.

Level 1 (1 mark)

At this level, responses will show a more limited knowledge and understanding of the issues surrounding the jury system. This may include consideration of only one aspect of each, or only considering one side of the argument.

Note:

The above are examples only and are not prescriptive. Credit other relevant material.

AO2 (8 marks)

Level 3 (6-8 marks)

At this level, candidates will develop and discuss the material used in AO1 commenting on judicial views on the jury system such as quotations from Lord Devlin/Lord Denning and the opinion of modern judges. Candidates could discuss possible reforms of the jury, or trial without a jury.

The notion of the duty of the citizen protecting both the rights of the defendant and the service of justice should be discussed together with the representation of society in the form of the jury and the democratic means of their decision making. The effect of the Criminal Justice Act 2003 and the qualifications for jurors could be discussed.

Candidates should explore the problems associated with the use of the jury in criminal trials and include case law examples and/or examples from court visits. Discussion could include discussion on perverse verdicts, problems of jury nobbling and prejudiced views including racism. The cost to the taxpayer and lack of legal knowledge and training should also be explored.

Candidates should also consider alternatives to using a jury such as in complex fraud cases.

Candidates should produce a balanced answer that considers both sides of the argument for retaining or disposing of jury trials and candidates will reach a sound evaluative conclusion based on the evidence adduced in their answer.

Level 2 (3-5 marks)

Responses at this level will show a more developed response either through in depth analysis of a more limited range of examples or limited depth but with a greater range.

Level 1 (1-2 marks)

At this level, answers will have a limited range of examples which show limited development and lacking in analysis or a firm conclusion.

AO3 (4 marks)

Level 3 (3-4 marks)

At this level, candidates should show a clear structure which is logical and which uses legal terminology relating to the jury system. Additionally, there should be specific reference to case law examples and an awareness of relevant legislation. Candidates may draw on their own observations.

Level 2 (2 marks)

At this level, answers will show a more limited structure and use of legal terminology.

Level 1 (1 mark)

At this level, answers will show a more basic ability to use legal terminology and will have a more limited structure.

AO4 (8 marks)

Level 3 (6-8 marks)

At this level, answers will draw on concepts relating to the use of juries in criminal trials and use examples from a range of citizenship sources, including material from court visits made by the candidates using their observational skills, and from cases which have featured in the media: they will also relate their answers to human rights issues.

Level 2 (3-5 marks)

At this level, candidates will use knowledge and ideas from different sources but will be more brief in their response.

Level 1 (1-2 marks)

At this level, answers will show a limited ability to use knowledge and ideas from other areas and have a limited response to the issues raised in the question.

SECTION B

0 7 Examine the extent to which the socio-economic background of MPs reflects society. (15 marks)

AO1 (4 marks)

Level 3 (3-4 marks)

At this level candidates will identify the mix of MPs, including (for example) social class, ethnic minorities, women and disabled MPs. They may also consider the economic background, and other or previous employment of MPs. Ageism and stereotyping may also be addressed. Candidates may also identify means by which the political parties attempt to redress any imbalance. Examples from the current Parliament may be used.

Level 2 (2 marks)

Knowledge and understanding at this level will show a more limited range of issues and examples. This may include only one aspect in detail or may include a wider range of aspects but without depth of discussion.

Level 1 (1 mark)

At this level knowledge and understanding will be limited with little development and lacking in examples or offers a very limited range.

AO2 (6 marks)

Level 3 (5-6 marks)

At this level candidates should develop and discuss points made in AO1 and reflect on problems such as disparity between the MPs' education and social class and the constituents they represent, including possible conflict and lack of understanding on the part of the MP. Perceived differences in social class relating to the different political parties could be discussed and the value of methods used to address any imbalances eg short listing women candidates. Analysis of whether the range of MPs reflect society should be addressed with a reasoned conclusion.

Level 2 (3-4 marks)

At this level responses will begin to show a developed response either through in depth analysis of a more limited range of examples or limited depth but with greater range.

Level 1 (1-2 marks)

At this level there will be a basic response lacking in depth or analysis and may lack any conclusion.

AO3 (2 marks)

Levels 2 & 3 (2 marks)

The responses should show a clear structure which is logical and which uses language which is appropriate to the selection and election of MPs and their relationship to their constituents. Candidates may also draw on their own observations.

Level 1 (1 mark)

At this level there is some basic attempt to use appropriate terminology and a clear structure is lacking.

AO4 (3 marks)

Level 3 (3 marks)

Candidates will draw on concepts relating to the background of MPs and use examples from a range of citizenship sources; they will construct an answer that responds to the issues raised in the question. The response should look to ideas from other areas, which may include issues of discrimination and social mobility.

Level 2 (2 marks)

At this level there will be more limited links to other areas.

Level 1 (1 mark)

Answers demonstrate a basic ability to draw ideas and concepts from other areas.

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 "The power of the Prime Minister is unlimited." Critically assess this view. (25 marks)

AO1 (5 marks)

Level 3 (4-5 marks)

At this level candidates will clearly explain the role of the Prime Minister and explain his/her powers within cabinet government. The powers of the Prime Minister will be explained with examples such as appointment and dismissal of ministers, dissolution power, etc. The answer could focus on recent administrations and style of leadership of the Prime Minister and examples given such as the decision to go to war and relationships between other world leaders and organisations such as the EU.

Level 2 (2-3 marks)

At this level answers will show greater knowledge but may not consider such a wide range of aspects or a more limited consideration of a larger range of issues.

Level 1 (1 mark)

At this level responses will show a more limited and basic knowledge and understanding of the role of the Prime Minister.

AO2 (8 marks)*Level 3 (6-8 marks)*

At this level candidates will discuss the role of the Prime Minister and critically assess whether a Prime Minister makes decisions in cabinet, or unilaterally and will consider possible limitations on the power of a Prime Minister such as leadership challenge, popularity and public opinion, strength of the party's mandate and any legal advice or policy issues. Candidates may also consider the power of the Prime Minister in a minority administration, the balance of power in a coalition government, as well as wider party and parliamentary pressures.

Candidates may refer to examples such as the Falklands and Iraq wars, the removal of Mrs Thatcher as Prime Minister and the weakness of Gordon Brown as Prime Minister.

Candidates will reach a sound evaluative conclusion based on the evidence adduced in their answer.

Level 2 (3-5 marks)

At this level answers will begin to show a more developed response either through in depth analysis of a more limited range of examples or limited depth but with greater range.

Level 1 (1-2 marks)

At this level answers will have a limited range of examples with basic attempts at analysis.

AO3 (4 marks)*Level 3 (3-4 marks)*

At this level answers should show a clear structure which is logical and which uses appropriate terminology and considers both sides of the argument posed by the question on the role and conduct of the Prime Minister. Candidates may draw on their own observations.

Level 2 (2 marks)

At this level answers will show a more limited structure and use of appropriate terminology.

Level 1 (1 mark)

At this level answers will show a more basic ability to use appropriate language and will have a more limited structure.

AO4 (8 marks)*Level 3 (6-8 marks)*

At this level, answers will use a range of relevant points and examples from other areas of the specification to produce a coherent and well-argued response which relates to the issues raised by the question. Candidates will draw upon the concepts of power at Prime Ministerial level, and use examples from a range of citizenship sources in order to produce a coherent and well-argued response which relate to the issues. Responses will demonstrate an excellent ability to synthesise from different resources and construct an argument.

Level 2 (3-5 marks)

At this level answers will show the use of knowledge and ideas from other areas of the specification.

Level 1 (1-2 marks)

At this level answers will show a limited ability to use knowledge and ideas from other areas such as a brief example linking to other areas.

Candidates will draw concepts and examples from a range of citizenship sources and will construct an answer that responds to the issues raised in the question

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Explain the role of the EU in international issues. In your answer, refer to and comment on a specific case study of EU international participation. (15 marks)

AO1 (4 marks)

Level 3 (3-4 marks)

Candidates will explore the role of the EU with regard to international issues such as with other member states and in its relations with non-EU countries. It may include one or more case studies of EU international participation, for example negotiations for membership of former Eastern block countries, or aid given by Germany to assist in the Greek economy. Candidates will include material from their specific case studies and there is a wide range which may be included. Responses may be based on one specific in-depth study, or may cover a range in less depth.

Note:

1. The above are given as examples only.
2. Credit any relevant case study concerning the EU and international participation.
3. Answers must be geared to the EU's participation rather than the UK's participation in international affairs.

Level 2 (2 marks)

At this level answers are characterised by a good level of knowledge and understanding of the issues outlined above.

Level 1 (1 mark)

At this level answers will show a limited knowledge and understanding of the role of the EU in international issues.

AO2 (6 marks)

Level 3 (5-6 marks)

At this level answers will comment on the role of the EU in international affairs and comment on the chosen case study or studies. Candidates may refer to and comment upon the failures and successes of EU international participation and its effect upon the EU.

Level 2 (3-4 marks)

At this level answers will begin to show a developed response either through in-depth analysis of one case study or a more limited range of examples, and comment on the EU's role.

Level 1 (1-2 marks)

At this level responses will show a limited range of examples and little or no evidence of the skills of analysis or evaluation of the issues.

AO3 (2 marks)

Levels 2 & 3 (2 marks)

The response should show a clear structure which is logical and which uses appropriate terminology relating to the European Union. In evaluation, candidates may draw upon a specific example or examples to illustrate their answer which should also show a clear structure which is logical. Candidates may draw on their own observations.

Level 1 (1 mark)

Answers show some basic attempts to use appropriate terminology and a limited discussion.

AO4 (3 marks)

Level 3 (3 marks)

Candidates will draw upon the concepts of international participation by the EU and use examples from a range of citizenship sources. The response should look to ideas from other areas to enable a coherent answer. This may include examples of a range of duties which link to other areas of study and answers may use illustrations from other units such as work on Active Citizenship completed for CIST2 or CIST4.

Level 2 (2 marks)

At this level there will be a more limited attempt to link to other areas of study.

Level 1 (1 mark)

At this level there will be only basic attempts to link to other areas.

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“Today’s citizen has an effective voice in both local and national politics.”

Assess this statement.

(25 marks)

AO1 (5 marks)

Level 3 (4-5 marks)

At this level answers will explore the various ways in which a citizen may have a voice in both local and national politics including joining a political party, becoming a local councillor or an MP. Candidates should explore other ways in which a citizen may express a point of view or concern such as attending local council meetings, joining a pressure group, seeing a local councillor or MP at a ward or constituency surgery, lobbying an MP at Westminster, organising a petition or protest and demonstration. Other methods may include use of the media/e-media, including posting a question on Question Time or Any Questions?, contacting the local or Parliamentary Ombudsman or joining a Trade Union or organisation such as CBI.

Note:

1. The above is not exclusive and other suitable methods may be credited. It is not necessary to include all the above information to gain full marks.
2. Normally, both aspects will be covered for a Level 3 answer.

Level 2 (2-3 marks)

At this level answers will show greater knowledge but may only consider lesser aspects or a more limited consideration of a greater range.

Level 1 (1 mark)

At this level responses will show a more limited knowledge and understanding of how a citizen may have a voice in both local and national politics.

AO2 (8 marks)

Level 3 (6-8 marks)

At this level candidates will discuss the value and impact of the methods outlined in AO1 and will make an argument that there are many forums from which a citizen may have their voice heard both in local and national politics, but will also discuss the effectiveness of such methods. Responses should include the view that it is difficult to make a difference and cite examples such as Stop the War Coalition and the protests which did not succeed and compare this with examples of citizens who were able to influence Parliament such as the Snowdrop Campaign (Dunblane massacre) on hand-gun law reform. Candidates should reach a reasoned conclusion based on the evidence they adduce.

Level 2 (3-5 marks)

At this level answers will begin to show a more developed response either through in depth analysis of a more limited range of examples or limited depth but with greater range.

Level 1 (1-2 marks)

At this level answers will have a limited range of examples and be limited in analysis and perhaps will not consider the level of impact of the citizen's voice and be lacking in a conclusion.

AO3 (4 marks)

Level 3 (3-4 marks)

At this level answers should show a clear structure which is logical and which uses terminology such as examples of methods by which a citizen's voice may be heard. Candidates may draw on their own observations.

Level 2 (2 marks)

At this level answers will show a more limited structure and use of appropriate terminology.

Level 1 (1 mark)

At this level answers will show a more basic ability to use appropriate terminology and will have a more limited structure.

AO4 (8 marks)

Level 3 (6-8 marks)

At this level, the response should look to ideas from other areas to enable a coherent answer. This may include drawing on material from other units, such as work on Active Citizenship completed for CIST2 or CIST4. Candidates will draw upon the concepts of citizens having an effective voice in government and will use examples from a range of citizenship sources.

Level 2 (3-5 marks)

At this level answers will show a greater ability to link the process of citizenship involvement in both local and national politics using material from other units.

Level 1 (1-2 marks)

At this level answers will show a limited ability to use knowledge and ideas from other areas such as brief examples.

1	1
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Examine the relative powers of the House of Commons and the House of Lords. *(15 marks)*

AO1 (4 marks)

Level 3 (3-4 marks)

At this level candidates will have an excellent knowledge and understanding of:

- the main role of government and opposition parties in law making including the committee and whip systems in the House of Commons
- House of Lords' role of scrutiny and revision of government bills
- the government's power to raise finance through taxation and the inability of the House of Lords to amend or delay finance bills
- the 'ping pong' effect when the House of Lords amend a public bill
- The relationship between the House of Commons and the House of Lords including the dominance of the House of Commons in law making, secured by the Parliament Acts 1911 and 1949
- House of Lords reform and possible future further reform.

Note:

1. The above are given only as examples.
2. Other roles and information on the relationship between the House of Commons and the House of Lords will be credited.

Level 2 (2 marks)

At this level candidates will show a good level of knowledge and a clear understanding of the relationship between the House of Commons and the House of Lords.

Level 1 (1 mark)

Answers are characterised by basic knowledge and understanding of the relationship between the House of Commons and the House of Lords.

AO2 (6 marks)

Level 3 (5-6 marks)

At this level answers will include examples of conflict between the House of Commons and the House of Lords eg the Hunting Act 2004 when the government resorted to use of the Parliament Acts. Historical reasons for the ascendancy of the House of Commons could be explained and comment made on the nature of democracy in the United Kingdom. Analysis and evaluation will be shown in comment on the relative importance of bicameral parliament and the constitutional nature of the role of the monarch. Candidates will comment upon the nature and role of the two Houses of Parliament and reach an evaluative conclusion at this level.

Level 2 (3-4 marks)

The response contains good evidence of the skills of analysis and evaluation of the issues.

Level 1 (1-2 marks)

At this level there is little or no evidence of analysis or evaluation and any argument is implied rather than stated.

AO3 (2 marks)

Levels 2 & 3 (2 marks)

The response should show a clear structure which is logical and which uses appropriate parliamentary terminology. In evaluation, candidates may draw on specific examples to illustrate their answer. Candidates may draw upon their own observations.

Level 1 (1 mark)

Some basic attempts to use appropriate terminology and limited attempt at evaluation.

AO4 (3 marks)

Level 3 (3 marks)

At this level, candidates demonstrate an excellent ability to use material and ideas from other areas to enable a coherent answer, and will construct an answer that responds to the issues raised in the question. Candidates will draw upon the concepts of the relative powers of the Houses of Parliament and use examples from a range of citizenship sources.

Level 2 (2 marks)

At this level there will be a more limited attempt to link to other areas of study and may not raise all relevant issues.

Level 1 (1 mark)

At this level responses will show a basic attempt to link to other areas.

1	2	Assess the extent to which pressure groups and the media can hold government to account. (25 marks)
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AO1 (5 marks)

Level 3 (4-5 marks)

Responses at this level will include a discussion on the nature of pressure groups and the media, including examples such as the Daily Telegraph and MPs' expenses, and their relationship to government and how this may affect the legislative programme. Reference to the nature of media assessment and analysis of election campaigns in swaying public opinion either for or against a current or prospective administration may be included.

Note:

Both pressure groups and the media should be covered for Level 3.

Level 2 (2-3 marks)

At this level answers are characterised by a good level of knowledge and understanding of the nature of pressure groups and the media and include examples.

Level 1 (1 mark)

At this level responses will show a more basic knowledge and understanding of the issues raised and may have limited or no examples.

AO2 (8 marks)

Level 3 (6-8 marks)

At this level candidates will develop and discuss issues raised in AO1 such as pressure group and media success in persuading the government to pass legislation balanced with failure of both pressure groups and the media to prevent war action in Iraq in 2003 with the Stop the War Campaign and a discussion of the role of the media in bringing the government to account for its action resulting in the Chilcot enquiry. Examples would be expected to feature such as the Hunting Act 2004 and the smoking ban from 2007.

The power of the media to affect the result of the ballot box should be discussed and the power of the citizen to affect legislation by participation in pressure group activity and by voicing opinions in the press and radio and TV discussion programmes such as Question Time and Any Questions? The broadcasting of debates in Parliament and televised election addresses by party leaders affecting public opinion via the media could be explored.

A balanced discussion should lead to an evaluative conclusion assessing the power of pressure groups and the media in either changing policy or affecting legislation is required.

Note:

1. The above are given only as examples.
2. Other relevant and accurate issues raised will be credited.

Level 2 (3-5 marks)

At this level candidates will begin to show a more developed response either through in depth analysis of a more limited range of examples, or a limited depth but with a greater range.

Level 1 (1-2 marks)

At this level answers will have a limited range of examples which show limited development and are lacking in analysis and evaluation.

AO3 (4 marks)

Level 3 (3-4 marks)

At this level, answers should show a clear structure which is logical and which uses terminology including examples of pressure groups and the media and methods of holding a government to account.

Level 2 (2 marks)

At this level answers will show a more limited structure and use of citizenship terminology.

Level 1 (1 mark)

At this level answers will show a more basic ability to use appropriate terminology and limited structure.

AO4 (8 marks)

Level 3 (6-8 marks)

At this level the response should look to ideas from other areas to enable a coherent answer which may include how pressure groups and the media have an impact on the government and public opinion. At the highest levels answers will use a range of relevant points and examples from other areas of the specification to produce a coherent and well-argued response and may use illustrations from other units such as work on Active Citizenship completed for CIST2 or CIST4. Candidates will draw upon the concepts of accountable government in relation to the media and pressure groups, and will use examples from a range of citizenship sources.

Level 2 (3-5 marks)

At this level answers will show an ability to link into other areas of the specification and give examples.

Level 1 (1-2 marks)

At this level answers will show a limited ability to use knowledge and ideas from other areas such as a brief example linking to another area in the specification.

ASSESSMENT OBJECTIVE GRID

A2 Assessment Objective	Section A		Section B		Total marks by Assessment Objective
	Marks allocated by Assessment Objective (odd- numbered questions)	Marks allocated by Assessment Objective (even- numbered questions)	Marks allocated by Assessment Objective (odd- numbered questions)	Marks allocated by Assessment Objective (even- numbered questions)	
AO1	4	5	4	5	18
AO2	6	8	6	8	28
AO3	2	4	2	4	12
AO4	3	8	3	8	22
Total	15	25	15	25	80