



**General Certificate of Education  
June 2011**

**Citizenship Studies**

**CIST4**

**Unit 4 Global Issues and Making a Difference**

***Mark Scheme***

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**GENERIC MARK SCHEME**  
**SECTION A Questions 01, 03 and 05**

<b>Level</b>	<b>AO1 Knowledge and Understanding</b>	<b>AO2 Analysis and Evaluation</b>	<b>AO3 Communication and Action</b>	<b>AO4 Synthesis</b>
3	<p><b>(3–4 marks)</b> 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><b>(5–6 marks)</b> 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><b>(2 marks)</b> A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate the response indicates 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><b>(3 marks)</b> 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><b>(2 marks)</b> 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><b>(3–4 marks)</b> The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.</p>		<p><b>(2 marks)</b> 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 01, 03 and 05 continued

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
1	<p><b>(1 mark)</b> 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><b>(1–2 marks)</b> 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><b>(1 mark)</b> 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 elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p>	<p><b>(1 mark)</b> 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><b>(0 marks)</b> No relevant response.</p>	<p><b>(0 marks)</b> No relevant response.</p>	<p><b>(0 marks)</b> No relevant response.</p>	<p><b>(0 marks)</b> No relevant response.</p>

**GENERIC MARK SCHEME**  
**SECTION A Questions 02, 04 and 06**

<b>Level</b>	<b>AO1 Knowledge and Understanding</b>	<b>AO2 Analysis and Evaluation</b>	<b>AO3 Communication and Action</b>	<b>AO4 Synthesis</b>
<b>3</b>	<p><b>(4–5 marks)</b> 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><b>(6–8 marks)</b> 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><b>(3–4 marks)</b> 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><b>(6–8 marks)</b> 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>
<b>2</b>	<p><b>(2–3 marks)</b> 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><b>(3–5 marks)</b> The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.</p>	<p><b>(2 marks)</b> A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate the response indicates 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><b>(3–5 marks)</b> 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 02, 04 and 06 continued

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
1	<p><b>(1 mark)</b> 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><b>(1–2 marks)</b> 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><b>(1 mark)</b> 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 elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p>	<p><b>(1–2 marks)</b> 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><b>(0 marks)</b> No relevant response.</p>	<p><b>(0 marks)</b> No relevant response.</p>	<p><b>(0 marks)</b> No relevant response.</p>	<p><b>(0 marks)</b> No relevant response.</p>

**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><b>(2 marks)</b> 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><b>(2 marks)</b> The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p><b>(4–5 marks)</b> 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><b>(5–6 marks)</b> 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><b>(2–3 marks)</b> A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates 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><b>(3–4 marks)</b> 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 07 and 09 continued**

<b>Level</b>	<b>AO1 Knowledge and Understanding</b>	<b>AO2 Analysis and Evaluation</b>	<b>AO3 Communication and Action</b>	<b>AO4 Synthesis</b>
1	<p><b>(1 mark)</b> 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><b>(1 mark)</b> 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><b>(1 mark)</b> 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 elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p>	<p><b>(1–2 marks)</b> 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><b>(0 marks)</b> No relevant response.</p>	<p><b>(0 marks)</b> No relevant response.</p>	<p><b>(0 marks)</b> No relevant response.</p>	<p><b>(0 marks)</b> No relevant response.</p>



**GENERIC MARK SCHEME**  
**SECTION B Questions 08 and 10**

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
3	<p><b>(3 marks)</b> 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><b>(3–4 marks)</b> 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><b>(7–9 marks)</b> 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><b>(7–9 marks)</b> 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><b>(2 marks)</b> 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><b>(2 marks)</b> The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.</p>	<p><b>(4–6 marks)</b> A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates 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><b>(4–6 marks)</b> 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**

<b>Level</b>	<b>AO1 Knowledge and Understanding</b>	<b>AO2 Analysis and Evaluation</b>	<b>AO3 Communication and Action</b>	<b>AO4 Synthesis</b>
1	<p><b>(1 mark)</b> 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><b>(1 mark)</b> 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><b>(1–3 marks)</b> 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 elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p>	<p><b>(1–3 marks)</b> 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><b>(0 marks)</b> No relevant response.</p>	<p><b>(0 marks)</b> No relevant response.</p>	<p><b>(0 marks)</b> No relevant response.</p>	<p><b>(0 marks)</b> No relevant response.</p>

The following indicative content is to be used in conjunction with the Generic Mark Bands. The points identified are those expected to be found in responses worthy of the top end of Level 2 and Level 3. Responses judged to be characterised by lower levels are likely to include progressively fewer relevant points.

In addition to the indicative content detailed here, all relevant responses will be given credit.

**SECTION A Total for this section: 40 marks**

**01** Examine the benefits of globalisation. *(15 marks)*

**AO1 (4 marks) Knowledge and understanding**

**Level 3 (3-4 marks)** At this level, the response indicates a clear understanding of the term globalisation and may link this to reasons for its development. Answers may include discussion of economic, political and/or cultural aspects of globalisation. Discussion should include examples such as benefits to consumers of a wider range of products or the increased political co-operation of countries.

**Level 2 (2 marks)** At this level, responses will show some understanding of the benefits of globalisation and may include limited examples.

**Level 1 (1 mark)** At this level, responses will show a limited understanding of the term globalisation with some basic points or illustrations.

**AO2 (6 marks) Analysis and evaluation**

**Level 3 (5-6 marks)** At this level, the response should focus on a range of issues with some analysis illustrated with examples. Evaluation may be shown by considering how important different aspects of globalisation are or possibly by considering the range and variety of benefits. Evaluation may also be linked to determining who benefits from aspects of globalisation in relation to individuals, groups or countries. Stronger answers should point out that what is a benefit for some is a problem for others.

**Level 2 (3-4 marks)** At this level, responses will show either an in-depth analysis of a limited range of examples or limited depth but with greater range.

**Level 1 (1-2 marks)** At this level, responses will have a limited range of examples which show limited development and explanation.

**AO3 (2 marks) Communication and action**

**Level 2 and 3 (2 marks)** The response should show a clear structure which is logical and which uses terminology such as examples of concepts linked to globalisation. Arguments will be developed through the use of examples.

**Level 1 (1 mark)** Some basic attempts to construct an argument using appropriate terminology.

**AO4 (3 marks) Synthesis**

**Level 3 (3 marks)** The response should look to ideas from other areas and overarching citizenship themes to construct a coherent answer. This may include examples of human rights abuse, conflict and its resolution or trade and environmental issues. Additionally, answers may use illustrations from other units such as work on Active Citizenship.

**Level 2 (2 marks)** At this level, there will be some attempts to link to other relevant areas of study.

**Level 1 (1 mark)** At this level, there will be only basic attempts to link to other relevant areas of study.

**AND**

**02** Critically assess the claim that all states have committed human rights abuses. Refer to case studies in your answer.

*(25 marks)*

**AO1 (5 marks) Knowledge and Understanding**

**Level 3 (4-5 marks)** At this level, responses should illustrate knowledge of the nature of human rights abuse by states and the range of forms it can take, such as genocide, war crimes, torture, false imprisonment. This will include use of examples of abuse from a range of sources or alternatively more limited range but with greater depth. Reference should be made to specific case studies: this may involve a number of countries and examples of how they may have committed human rights abuse or may focus on one country but highlight a range of abuse within that country.

**Level 2 (2-3 marks)** At this level, responses will show some understanding of human rights abuse by states. This may include only one aspect in detail or may include a wider range of aspects but without detail. Answers only consider a limited range of forms of abuse and/or examples.

**Level 1 (1 mark)** Lower level responses will show basic knowledge and understanding of human rights abuse. This may include consideration of only one type of abuse or one limited example.

**AO2 (8 marks) Analysis and evaluation**

**Level 3 (6-8 marks)** At this level, the nature of forms of human rights abuse will be evaluated. Analysis may be in the form of explaining the various areas and giving examples. Consideration will be given to the nature of human rights abuse and its complexity. Reference should be made to the international dimension and may include evaluation of the work of bodies such as the International Criminal Court.

**Level 2 (3-5 marks)** At this level, answers will begin to show a less-developed response either through in-depth analysis of a more limited range of relevant examples, or of limited depth but with 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) Communication and action**

**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 human rights abuse and associated issues. Relevant reflection on the students' own involvement in campaigning against human rights abuse can be credited here.

**Level 2 (2 marks)** At this level, answers will show more limited structure and use of citizenship terminology.

**Level 1 (1 mark)** At this level, answers will show a more basic ability to use citizenship language appropriately and will have a more limited structure.

**AO4 (8 marks) Synthesis**

**Level 3 (6-8 marks)** At this level, answer will use a range of relevant points and examples from other areas of the specification to produce a coherent and well-argued response. Additionally, answers may use illustrations from other units such as work on Active Citizenship completed for CIST2 or CIST4. The response should look to ideas from other areas and overarching citizenship themes such as universal human rights and natural justice to construct a coherent answer. This may include examples of how human rights abuse can have an impact on life in the UK.

**Level 2 (3-5 marks)** At this level, answers will show some ability to link the process of human rights abuse to aspects of UK citizenship.

**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 from CIST4 such as conflict and its resolution or abuse in the UK.

OR

**03** Explain the role of *informal pressure*, such as the media, in protecting human rights.  
(15 marks)

**AO1 (4 marks) Knowledge and understanding**

**Level 3 (3-4 marks)** At this level, the answer should show a clear understanding of the ability of *informal pressure*, such as the media, NGOs, think tanks and pressure groups to influence the way in which human rights are protected in the UK and beyond. This influence may be examined by consideration of different theoretical perspectives of media influence. Alternatively, answers may use case studies as examples where media have influenced cases of human rights abuse.

**Level 2 (2 marks)** At this level, answers will show some understanding and will consider both the concept of informal pressure and how this links to the media, etc. Only one case study may be considered.

**Level 1 (1 mark)** At this level, responses will show a limited understanding of informal pressure with some basic points or illustrations.

**AO2 (6 marks) Analysis and evaluation**

**Level 3 (5-6 marks)** At this level, a range of examples of informal influence in the sphere of human rights abuse will be analysed. This may include comparison and contrast of different theories of the media or different types of informal influence. There could be a focus on negative as well as positive aspects of informal influence (media in particular).

**Level 2 (3-4 marks)** Middle level answers will begin to show a more developed response either through in-depth analysis of a more limited range of examples or of limited depth but with greater range.

**Level 1 (1-2 marks)** At the lowest level, answers will have a limited range of examples which show limited development and explanation.

**AO3 (2 marks) Communication and action**

**Level 2 and 3 (2 marks)** The response should show a clear structure which is logical and which uses terminology such as concepts linked to human rights. In their evaluation of informal pressure, candidates may use specific examples effectively to construct their answer. The candidate can be credited for appropriate references to their own experience of participation (for example, in using media to support a campaign).

**Level 1 (1 mark)** Some basic attempts to construct an argument using appropriate terminology.

**AO4 (3 marks) Synthesis**

**Level 3 (3 marks)** At this level, the response should look to ideas from other areas to enable a coherent answer. This may include examples of case studies of informal influence or/and contemporary examples of the influence of the media in human rights abuse cases. There may be consideration of examples of evidence which link to other areas of study, such as CIST4 trade and environmental issues. Additionally, answers may use illustrations from other units such as work on Active Citizenship.

**Level 2 (2 marks)** At this level, there will be some attempts to link to other relevant areas of study.

**Level 1 (1 mark)** At this level, there will be only basic attempts to link to other relevant areas.



**AND**

**04** 'Discrimination is increasingly unacceptable in the UK.' Discuss this view. *(25 marks)*

**AO1 (5 marks) Knowledge and understanding**

**Level 3 (4-5 marks)** At this level, responses should illustrate candidates' knowledge of the process of discrimination in the context of our changing understanding of human rights in the UK. This answer may focus on case studies which could be taken from any area of discrimination, such as, by gender, sexuality, age or disability. Answers should give a clear outline of the nature of the discrimination and its relation to our changing understanding of human rights in the UK. This may be illustrated by reference to a variety of methods of overcoming discrimination including legislation. Candidates should show they are aware of different aspects of discrimination and also how these aspects may link.

**Level 2 (2-3 marks)** At this level, answers will show some knowledge and may only consider one case study of discrimination or a more limited consideration of a greater range.

**Level 1 (1 mark)** At this level, responses will show basic knowledge and understanding of the process of discrimination. This may include consideration of only one aspect of the process.

**AO2 (8 marks) Analysis and evaluation**

**Level 3 (6-8 marks)** At this level, there should be analysis of a range of forms of discrimination linked to our changing understanding of human rights in the UK. Reference should be made to current legislation in this area as well as the changing nature of society. Evaluation may be shown by the comparison of differing types of discrimination and its severity. Alternatively, evaluation may link to which forms of discrimination are unacceptable in comparison to those which remain more socially accepted, for example ageism.

**Level 2 (3-5 marks)** At this level, answers will show a developed response either through in-depth analysis of a more limited range of relevant examples or of limited depth but with 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) Communication and action**

**Level 3 (3-4 marks)** At this level, answers should show a clear structure which is logical and which uses appropriate terminology such as aspects of discrimination. Case studies are used effectively to construct an answer which addresses the statement in the question. Some form of conclusion could be expected. Reference to own participation should be credited if relevant.

**Level 2 (2 marks)** At this level, answers will show more limited structure and use of citizenship terminology.

**Level 1 (1 mark)** At this level, answers will show a more basic ability to use citizenship language and will have a more limited structure. Errors in use of language may be intrusive.

**AO4 (8 marks) Synthesis**

**Level 3 (6-8 marks)** At this level, answers will use a range of relevant concepts and examples from other areas of the specification to produce a coherent and well-argued response. Additionally, answers may use illustrations from other units such as work on Active Citizenship completed for CIST2 or CIST4. This may include examples of the impact discrimination can have on life in the UK from a historical perspective (pre-1945 material can be credited if relevant). Additionally, there could be specific links to the recognition of the needs of specific groups (eg young offenders, mentally ill, travellers) including possible case studies of legislative changes.

**Level 2 (3-5 marks)** Answers will use some knowledge and ideas from other areas.

**Level 1 (1-2 marks)** Answers will show a limited ability to use knowledge and ideas from other areas.

OR

**05** Explain some of the options available to international bodies in seeking to resolve conflict. *(15 marks)*

**AO1 (4 marks) Knowledge and understanding**

**Level 3 (3-4 marks)** At this level, answers should show knowledge and understanding of a range of strategies used by international bodies for conflict resolution. This may include reference to specific examples of the use of various methods. Strategies considered may include mediation, use of force, sanctions, boycotts and targeted aid/support.

**Level 2 (2 marks)** At this level, answers will show some understanding and will consider a more limited range of strategies perhaps in differing levels of detail. Understanding may be expressed through examples only.

**Level 1 (1 mark)** At this level, responses will show a limited understanding of the role of international bodies in conflict resolution with only some basic points or illustrations.

**AO2 (6 marks) Analysis and evaluation**

**Level 3 (5-6 marks)** At this level, answers do not need to consider all methods but should show some range and be able to analyse the effectiveness of a number of methods in some depth with reference to specific case studies. Evaluation will be shown by considering the relative advantages and limitations of these methods in relation to a variety of conflict situations.

**Level 2 (3-4 marks)** At this level, answers will begin to show a developed response either through in-depth analysis of a more limited range of relevant examples or of limited depth but with greater range.

**Level 1 (1-2 marks)** At this level, answers will have a limited range of relevant examples which show limited development and explanation.

**AO3 (2 marks) Communication and action**

**Level 2 and 3 (2 marks)** The response should show a clear structure which is logical and which uses terminology appropriate to methods of conflict resolution. The answer should show a clear structure which is logical and which uses case studies effectively.

**Level 1 (1 mark)** Some basic attempts to use appropriate terminology.

**AO4 (3 marks) Synthesis**

**Level 3 (3 marks)** The response should look to overarching citizenship themes such as universal human rights or globalisation to construct a coherent answer. This may include examples of a range of conflict resolutions which link to other areas of study (eg environmental/trade issues, global village). Additionally, 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 some limited attempts to link to other relevant areas of study.

**Level 1 (1 mark)** At this level, there will be only basic attempts to link to other relevant areas.

**AND**

**06** Critically assess the work of citizen-led campaigns in bringing about global change. *(25 marks)*

**AO1 (5 marks) Knowledge and understanding**

- Level 3 (4-5 marks)** At this level, responses should illustrate their knowledge of work by citizen-led campaigns and pressure groups in a number of areas or alternatively in a few areas but in greater detail. This question looks to encourage answers linked to any pressure group activity linked to any area of global citizenship.
- Level 2 (2-3 marks)** At this level, answers will show some knowledge but still may only consider one campaign in depth or a more limited consideration of a greater range.
- Level 1 (1 mark)** At this level, responses will show basic knowledge and understanding of the workings of pressure groups or other citizen groups in this area. This may include consideration of only one group or aspect of the process.

**AO2 (8 marks) Analysis and evaluation**

- Level 3 (6-8 marks)** At this level, positive and negative dimensions of the use of citizen-led campaigns and pressure groups in this area should be highlighted. Reference should be made not only to the work of groups but citizens' involvement in these groups and how this can be a form of active participation. The relative success of groups and campaigns should be considered. Evaluation may be illustrated by comparison of the effectiveness of different groups in this area and may include consideration of local, national or international dimensions (for example, Amnesty International's use of local groups).
- Level 2 (3-5 marks)** At this level, answers will begin to show a developed response either through in-depth analysis of a more limited range of relevant examples or of limited depth but with 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) Communication and action**

**Level 3 (3-4 marks)** At this level, answers should show a clear structure which is logical and which uses appropriate terminology such as examples of pressure groups and also methods of campaigning. Additionally there should be effective use of case studies throughout the response to construct a critical assessment. Some form of generic conclusion is expected which may be explicit or implicit. References to the candidates' own participation may be credited if relevant (eg involvement in a campaign).

**Level 2 (2 marks)** At this level, answers will show more limited structure and use of citizenship terminology.

**Level 1 (1 mark)** Answers will show a more basic ability to use citizenship language and will have a more limited structure. Errors in use of English may be intrusive.

**AO4 (8 marks) Synthesis**

**Level 3 (6-8 marks)** At this level, the response should use overarching citizenship themes (eg universal human rights, active citizenship) and use a range of relevant points and examples from other areas of the specification to produce a coherent and well-argued response. This may include examples of how pressure groups and their membership may have an impact on life in the UK and elsewhere. Additionally, answers may use illustrations from other units such as work on Active Citizenship completed for CIST2 or CIST4. Material from the candidate's research into campaigning organisations for Section B could be credited if relevant.

**Level 2 (3-5 marks)** At this level, answers will show some ability to link the process of global change and campaigns to aspects of UK citizenship such as the existence of such groups, their work and whether this involves campaigns within the UK or beyond.

**Level 1 (1-2 marks)** At this level, answers will show a limited ability to use knowledge and ideas from other areas, for instance a brief example linking to another area from CIST4, such as a general consideration of human rights, but without links to campaigning or human rights abuse.

**SECTION B**

**Total for this section: 40 marks**

**EITHER**

**07** Explain some of the methods that Stop the War Coalition uses for this type of campaign. *(15 marks)*

**The level of response will be determined by evidence of knowledge and understanding gained from research carried out and how this is linked to knowledge of other areas.**

**AO1 (2 marks) Knowledge and understanding**

**Level 3 and 2 (2 marks)**

At this level, responses will clearly indicate knowledge and understanding, which normally go beyond the source, of the ways in which Stop the War Coalition conduct their campaigns and therefore which methods they would use in this case. Methods which will be considered may include demonstrations, letter writing, petitions (including online) and direct action.

**Level 1 (1 mark)**

At this level, responses will show a more limited knowledge and understanding, mainly source-based, of the methods used by the Stop the War Coalition.

**AO2 (2 marks) Analysis and evaluation**

**Level 3 and 2 (2 marks)**

At this level, responses will discuss the methods which have been used in this and other campaigns which they may have examined in their research. Those who have looked at this particular campaign during their research will be able to make direct reference to the campaign. However, a more generic approach regarding this type of campaign would also be acceptable.

**Level 1 (1 mark)**

Lower level responses will have a more limited discussion.

**AO3 (5 marks) Communication and action**

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

At this level, the answer should show a clear structure which is logical and which uses appropriate terminology and examples of the methods used to campaign in this area by Stop the War Coalition. References to the candidates' own participation in any type of campaign and their own experiences of the use of campaign methods can be credited if relevant.

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

At this level, there will be limited success in using appropriate language to construct an argument.

**Level 1 (1 mark)**

Answers will show limited evidence of the use of citizenship terminology to construct an argument.

**AO4 (6 marks) Synthesis**

- Level 3 (5-6 marks)** At this level, candidates are expected to draw both upon their research undertaken in regard to Stop the War Coalition and their knowledge from other parts of the specification. Responses should look to overarching citizenship themes such as democracy, rights and participation together with a range of relevant points and examples from other areas of the specification to produce a coherent and well-argued response. In their evaluation, candidates may draw on specific examples of how similar campaigns may have had an impact on conflicts, whether successful or not. Additionally, answers may use illustrations from other units such as work on Active Citizenship.
- Level 2 (3-4 marks)** At this level, answers will show some ability to draw upon both their research undertaken in regard to Stop the War Coalition and their knowledge of campaigning.
- Level 1 (1-2 marks)** At this level, answers will show a limited ability to use knowledge and ideas from other areas of the specification.



**AND**

**08** Critically assess the effectiveness of Stop the War Coalition in achieving its aims, both past and present. *(25 marks)*

**The level of response will be determined by evidence of knowledge and understanding gained from research carried out and how this is linked to knowledge of other areas.**

**AO1 (3 marks) Knowledge and understanding**

- Level 3 (3 marks)** At this level, candidates should demonstrate their detailed research into the aims of the Stop the War Coalition. Answers should include clear evidence of understanding of the work of Stop the War Coalition. This should normally go beyond the source.
- Level 2 (2 marks)** Responses will show some evidence of knowledge of the aims of Stop the War Coalition. This should normally go beyond the source.
- Level 1 (1 mark)** Answers will show only basic evidence of relevant knowledge, mainly source-based.

**AO2 (4 marks) Analysis and understanding**

- Level 3 (3-4 marks)** At this level, consideration should be given to assessing the effectiveness of campaigns candidates have studied in meeting the aims of the organisation, 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 Stop the War’s work may have been influential in bringing about change by influencing other organisations or through combined campaigning with other organisations. Points should be justified with reference to specific campaigns carried out by Stop the War. Evaluation may be illustrated by reference to other pressure groups and international organisations in this field.
- Level 2 (2 marks)** At this level, responses will make some attempt to analyse campaigns and assess their effectiveness in meeting the aims of the organisation.
- Level 1 (1 mark)** At the lowest level, answers will be of a more descriptive nature, describing the outcome of campaigns rather than explicitly analysing and evaluating them.

**AO3 (9 marks) Communication and action**

- Level 3 (7-9 marks)** At this level, the answer should show a clear structure which is logical and which uses appropriate terminology and clearly articulates the aims of Stop the War Coalition. References to the candidates' own participation in any type of campaigning organisation and their own experiences of the effectiveness of this organisation in achieving its aims can be credited if relevant.
- Level 2 (4-6 marks)** At this level, answers will show some use of citizenship terminology which is relevant to the work of Stop the War Coalition. This may include discussion of a range of campaigns and their effectiveness. Alternatively, the response may focus on one major campaign and discuss its effectiveness. The aims of the organisation may not be expressed explicitly.
- Level 1 (1-3 marks)** Answers will show limited evidence of the use of citizenship terminology.

**AO4 (9 marks) Synthesis**

- Level 3 (7-9 marks)** At this level, consideration should be given to the international nature of the aims of Stop the War Coalition and therefore its worldwide scope and recruitment to campaigns. This may well be contrasted to the work of other groups which students may have studied either in AS or A2 modules. In evaluation of the work of Stop the War, candidates may focus on the aims of other organisations and this may include reference to and use of examples from other areas of the course. For example, answers may consider the use of the media in campaigns and draw on work on active citizenship campaign methods, conflict and its resolution.
- Level 2 (4-6 marks)** At this level, answers will show ability to demonstrate understanding of the work of Stop the War Coalition and how this links to some other areas from the specification.
- Level 1 (1-3 marks)** At this level, candidates will assess the effectiveness of campaigns in limited detail and with limited reference to their aims and other areas of the specification.

OR

**09** Explain the benefits that the use of the internet might have given the Unlock Democracy campaigners in promoting their cause. *(15 marks)*

**The level of response will be determined by evidence of knowledge and understanding gained from research carried out and how this is linked to knowledge of other areas.**

**AO1 (2 marks) Knowledge and understanding**

**Level 3 and 2 (2 marks)** At this level, responses should clearly consider the use of the internet as a campaigning tool and why this is specifically appropriate to the campaign in question. This should normally go beyond the source.

**Level 1 (1 mark)** At this level, responses will show a more limited knowledge and understanding, mainly source-based, of the use of the internet as a campaign tool.

**AO2 (2 marks) Analysis and evaluation**

**Level 3 & 2 (2 marks)** At this level, responses will discuss the benefits of the use of the internet for this type of campaign. Those who may have looked at this particular campaign during their research will be able to make direct reference to the campaign. However, more generic answers can be credited at this level. Evaluation may be shown in considering whether other methods may also be used to improve the response to the campaign and reaching other target audiences. Consideration may also be given to the disadvantages of internet-based campaigns.

**Level 1 (1 mark)** Lower level responses will have a more limited discussion.

**AO3 (5 marks) Communication and action**

**Level 3 (4-5 marks)** At this level, the answer should show a clear structure which is logical and which uses appropriate terminology and examples of the use of the internet by the Unlock Democracy campaign. References to the candidates' own participation in any similar type of campaign and their own experiences of the use of the internet as a campaign method can be credited.

**Level 2 (2-3 marks)** At this level, there will be limited success in using appropriate language to construct an argument.

**Level 1 (1 mark)** Answers will show limited evidence of the use of citizenship terminology to construct an argument.

**AO4 (6 marks) Synthesis**

- Level 3 (5-6 marks)** At this level, candidates are expected to draw both upon their research undertaken in regard to Unlock Democracy and their knowledge from other parts of the specification. Responses should look to overarching citizenship themes such as democracy, power and participation together with a range of relevant points and examples from other areas of the specification to produce a coherent and well-argued response. Candidates may also want to link this internet campaign with other methods they have looked at and why in each case this is an appropriate and effective method. The notion of engaging young people with the campaign could be considered. Answers may use illustrations from other units such as work on Active Citizenship completed for CIST2 or CIST4 and/or Power, Politics and Participation from CIST3.
- Level 2 (3-4 marks)** At this level, answers will show some ability to draw upon both their research undertaken in regard to Unlock Democracy's internet campaigns and their AS knowledge of campaigning methods from Unit 2.
- Level 1 (1-2 marks)** At this level, answers will show a limited ability to use knowledge and ideas from other areas or from their own research.

**AND**

**10** Critically assess the effectiveness of Unlock Democracy in its campaigns to promote democracy, rights and freedoms. *(25 marks)*

**The level of response will be determined by evidence of knowledge and understanding gained from research carried out and how this is linked to knowledge of other areas.**

**AO1 (3 marks) Knowledge and understanding**

**Level 3 (3 marks)** At this level, candidates should demonstrate their detailed research into the work of Unlock Democracy. Answers should include clear evidence of understanding Unlock Democracy. This should normally go beyond the source.

**Level 2 (2 marks)** At this level, responses will show more limited evidence of research into the work of Unlock Democracy and more limited links to other aspects of the course. This should normally go beyond the source.

**Level 1 (1 mark)** At this level, answers will show only basic evidence of research into Unlock Democracy, mainly source-based.

**AO2 (4 marks) Analysis and understanding**

**Level 3 (3-4 marks)** At this level, consideration should be given to assessing the effectiveness of campaigns they have studied rather than a purely descriptive account of the various campaigns. Responses should show a balanced case for and against the encouragement of the general public to become more involved in the democratic process. Others may link to how Unlock Democracy’s work may have been influential in bringing about change by influencing other organisations or through combined campaigning with other organisations. Points should be justified with reference to specific campaigns carried out by Unlock Democracy. Evaluation may be illustrated by reference to other organisations in this field.

**Level 2 (2 marks)** At this level, responses will make some attempt to analyse campaigns and assess their effectiveness.

**Level 1 (1 mark)** At the lowest level, answers will be of a more descriptive nature, describing the outcome of campaigns rather than explicitly analysing and evaluating them.

**AO3 (9 marks) Communication and action**

**Level 3 (7-9 marks)** At this level, the answer should show a clear structure which is logical and which uses appropriate terminology and clearly assesses the effectiveness of a range of Unlock Democracy's campaigns or one in depth. References to the candidates' own participation in any type of campaigning organisation and their own experiences of the effectiveness of this organisation in achieving its aims can be credited if relevant.

**Level 2 (4-6 marks)** At this level, answers will show some use of citizenship terminology which is relevant to the work of Unlock Democracy. This may include discussion of a range of campaigns and their effectiveness. Alternatively, the response may focus on one major campaign and discuss its effectiveness.

**Level 1 (1-3 marks)** Answers will show limited evidence of the use of citizenship terminology.

**AO4 (9 marks) Synthesis**

**Level 3 (7-9 marks)** At this level, consideration should be given to a current campaign such as electoral reform and the role of organisations such as Unlock Democracy in this. For example, answers may show understanding of the current patterns of voting and the likely impact of any change in the electoral system. In evaluating the work of Unlock Democracy, candidates may include reference to and use of examples from other areas of the specification.

**Level 2 (4-6 marks)** At this level, answers will show ability to demonstrate understanding of the work of Unlock Democracy and how this links to some other areas of the specification.

**Level 1 (1-3 marks)** At this level, candidates will assess the effectiveness of campaigns in limited detail and with limited reference to the wider context.

**ASSESSMENT OBJECTIVE GRID**

<b>A2 Assessment Objective</b>	<b>Section A</b>		<b>Section B</b>		<b>Total Marks by Assessment Objective</b>
	<b>Marks allocated by Assessment Objective (Odd- numbered questions)</b>	<b>Marks allocated by Assessment Objective (Even- numbered questions)</b>	<b>Marks allocated by Assessment Objective (Odd- numbered questions)</b>	<b>Marks allocated by Assessment Objective (Even- numbered questions)</b>	
<b>AO1</b>	4	5	2	3	14
<b>AO2</b>	6	8	2	4	20
<b>AO3</b>	2	4	5	9	20
<b>AO4</b>	3	8	6	9	26
<b>Total</b>	<b>15</b>	<b>25</b>	<b>15</b>	<b>25</b>	<b>80</b>

**Converting Marks into UMS marks**

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

**UMS conversion calculator** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)