



**General Certificate of Education
January 2012**

Citizenship Studies

CIST2

**Democracy, Active Citizenship and
Participation**

Unit 2

Mark Scheme

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

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GCE CITIZENSHIP STUDIES Unit 2
GENERIC MARK SCHEME for Question

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

GENERIC MARK SCHEME for Question

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

Question

0	2
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 continued

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

GENERIC MARK SCHEME for Questions

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

GENERIC MARK SCHEME for Question

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

GENERIC MARK SCHEME for Questions 06 and 07

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

GENERIC MARK SCHEME for Question 0 8

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

0 1 Identify ways in which European Union funds are spent in the UK. (5 marks)

AO1

Level 3 (4-5 marks) *A response that covers all elements of the question.*

An account that clearly outlines the nature of the EU spending in the UK. The response may include actual named examples of regional spending or cover generic headings like agriculture and farmers. In regard to the entire EU budget, the largest spending items in order are: agriculture and rural development; regional policy; employment; and social affairs. These account for about 75% of the EU budget.

Level 2 (2-3 marks) *A partial or incomplete response.*

An account that outlines two clear examples of EU spending in the UK.

Level 1 (1 mark) *A limited response*

A basic account which may only identify one example of EU spending in the UK.

0 2 Briefly examine the case for the UK remaining a member of the European Union. (10 marks)

AO1

Level 3 (3-4 marks) *Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.*

The response clearly focuses on the points made in favour of EU membership. The points made may relate to the continuation of peace in western Europe since 1945, the nature of post-war economic prosperity, the ways in which the EU is able to operate as a trans-national body on major world issues. The benefits of the single market and the implications of a unified economic and social policy for the citizens of the EU may be mentioned. Mention of the ECHR should not be credited.

Level 2	(2 marks)	<p><i>Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.</i></p> <p>The response will contain several reasons for our continued membership but they do not provide a basis for a coherent argument.</p>
Level 1	(1 mark)	<p><i>Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.</i></p> <p>Limited account containing a few points relating to the workings of the EU.</p>
AO2 Level 3	(3 marks)	<p><i>The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</i></p> <p>The answer gives a clear account and analysis of the key concepts involved in regard to the UK's membership of the EU, eg sharing of sovereignty, and is able to make a clear case for continued membership. The response may also include points against continuing UK membership of the EU.</p>
Level 2	(2 marks)	<p><i>The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</i></p> <p>The account contains several points which are not clearly developed into a coherent argument in regard to the UK's continued membership of the EU.</p>
Level 1	(1 mark)	<p><i>The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.</i></p> <p>Limited attempt to make a coherent case for membership. The account contains some evidence about the nature of the UK's membership.</p>

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

0 3 Assess the extent to which various forms of the media are regulated in the UK.
(15 marks)

AO1
Level 3 (5-6 marks) *Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.*

The response makes reference to a range of differing forms of the media: the internet and social media are also an acceptable format to use. The response outlines the nature of the differing forms of regulation that operate in regard to differing forms of the media, eg television in the UK is regulated (BBC via a charter), the press have a complaints commission, the ownership of the media is regulated by government action. Examples of issues of cross-media ownership may be mentioned, eg the Daily Express/Channel 5, and News International and BSkyB. The media are also subject to due legal process by those who disagree with the media's actions (eg defamation, libel). Mention may be made of the lack of regulation in regard to the new e-media formats.

- Level 2 (3-4 marks) *Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.*
- Responses will be more limited by their range of evidence and limited by the number of media formats discussed. If only one media format is discussed, only a Level 2 mark can be awarded.
- Level 1 (1-2 marks) *Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*
- The account will identify a limited range of examples of the media, with little attempt to link this evidence to the nature of media control.
- AO2
Level 3 (4-5 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.*
- The response clearly assesses a range of ways in which the media are regulated in the UK. The account may contain a range of case studies to support the points being made. Several of the points will indicate an understanding of the nature of the role of the media in contemporary society.
- Level 2 (2-3 marks) *The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*
- The response will contain a range of examples of how the media are regulated. The points made will relate to the examples. Limited attempt to assess the overall impact of control under the functions of the media.
- Level 1 (1 mark) *The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.*
- The response will contain a limited range of examples of ways in which the media are regulated. Limited attempt to draw the points together to form any clear assessment.

AO3

Level 3 (3-4 marks) *A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology.*

Where appropriate, the response recognises and draws upon the student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.

Level 2 (2 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology.*

Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.

Level 1 (1 mark) *There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

0 4

Assess the extent to which the UK government can control the economy.

(15 marks)

AO1

Level 3 (5-6 marks) *Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples are used to relate knowledge and understanding to citizenship issues.*

The response indicates a very clear understanding of the range of ways in which the government may control the UK economy. The response may include reference to the role of the budget, taxation and spending policy, and industrial development policy. Reference may be made to the role of the Bank of England and the Monetary Policy Committee (MPC). The response may contain case studies to develop the points being made. Mention may be made of the global nature of any modern economy and the influence of groups and bodies outside the UK. Terms like fiscal, monetary and budgetary policy, taxation and public spending, where they are used, should be correctly applied.

- Level 2 (3-4 marks) *Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.*
- The response will indicate a good knowledge of the ways in which the government can control the economy. Several examples/case studies will be included.
- Level 1 (1-2 marks) *Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*
- Limited response containing a few examples/case studies of how the government impacts upon the UK economy.
- AO2
Level 3 (4-5 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.*
- The response clearly indicates the range and impact of a number of ways in which the government attempts to control the economy. The points made may be developed via case studies, eg the recent credit crunch and the resultant actions of government regarding government debt. A counter-argument may be put and given credit that the government has only limited powers to control the economy. Mention may be made of concepts like state ownership/control and privatisation.
- Level 2 (2-3 marks) *The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*
- The response will discuss a number of ways in which the government attempts to control the UK economy. Some attempt at analysis, normally through the use of case studies.
- Level 1 (1 mark) *The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.*
- Very limited attempt to draw together the evidence into a coherent assessment of the various ways in which the government attempts to control the UK economy.

AO3

Level 3 (3-4 marks) *A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical, and the response uses appropriate citizenship terminology.*

Where appropriate, the response recognises and draws upon the student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.

The student may draw upon local, regional or personal examples of the role of the government in regard to the economy, eg business closures, cuts in public spending and employment and issues impacting upon themselves such as apprenticeships, the end of EMA or tuition fee increases.

Level 2 (2 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology.*

Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.

Level 1 (1 mark) *There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Section B – Active Citizenship

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In relation to an Active Citizenship task you have undertaken, briefly outline the research that was necessary and how this informed your actions. (5 marks)

AO3

Level 3 (4-5 marks) *A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

The response clearly identifies some research that has been carried out and explains how this research informed the Active Citizenship task that was undertaken. There is very clear linkage between the research and the task.

Level 2 (2-3 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.*

The response makes reference to some research and an active citizenship task. Limited attempt to link the research clearly to the task and state how one informed the other.

Level 1 (1 mark) *There is little or no attempt to select and organise information and arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Some research and/or a task are indicated but there is little attempt to link the two activities.

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Referring to a task you have undertaken, justify why it can be described as an Active Citizenship task. (15 marks)

AO2

Level 3 (3 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.*

The response clearly identifies a task that can be classified as an Active Citizenship task. The account clearly indicates aspects that show that the student understands the term Active Citizenship.

Level 2	(2 marks)	<p><i>The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</i></p> <p>The response outlines a citizenship task. There is some attempt to outline aspects of the task that might be considered Active Citizenship.</p>
Level 1	(1 mark)	<p><i>The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.</i></p> <p>The response outlines a task undertaken but offers limited evidence as to why this task may be considered an Active Citizenship Task.</p>
AO3 Level 3	(9-12 marks)	<p><i>A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology.</i></p> <p><i>Where appropriate, the response recognises and draws upon the student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.</i></p> <p>Clear evidence of justification regarding why the selected task is an Active Citizenship task. The task will be outlined in some detail. The role of the student will be explained. The points made will develop how the task was attempting to make a difference. The degree of success may be discussed.</p>

Level 2 (5-8 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 an ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.

Good account of the nature of the task and the contribution made by the students and others. Some attempt to explain how the task was trying to make a difference.

Level 1 (1-4 marks) *There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology.*

Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.

Limited attempt to explain why the task might be described as an Active Citizenship task. The account may contain an outline of the task and the outcome.

0 7 Examine the advantages and disadvantages of allowing petitions and public meetings to decide local issues. (15 marks)

AO2
Level 3 (3 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.*

The response may use the source or other examples to support the points that are made. Both advantages and disadvantages are discussed. The response indicates a clear knowledge and understanding of the functions of both petitions and public meetings and may make reference to the student's own participation.

Level 2 (2 marks) *The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*

The response indicates knowledge of both petitions and public meetings. The account normally attempts to mention both advantages and disadvantages. Limited use of case studies to provide evidence.

Level 1	(1 mark)	<p><i>The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.</i></p> <p>A generalised account that may make partial reference to the source. Limited understanding shown of petitions and/or public meetings.</p>
AO3 Level 3	(9-12 marks)	<p><i>A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology.</i></p> <p><i>Where appropriate, the response recognises and draws upon the student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.</i></p> <p>The response marshals the evidence together regarding both methods and draws clear conclusions, often within the context of case studies, or the student's own participation, or case studies used as a part of their course. The examples may include those that relate to their school/college community, the local community or national and international issues. Clear conclusions are reached based upon the evidence presented.</p>
Level 2	(5-8 marks)	<p><i>A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology.</i></p> <p><i>Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</i></p> <p>The response covers most aspects of the question. There is some attempt to draw conclusions based upon the evidence presented. Limited use of case studies or examples of the student's own participation.</p>
Level 1	(1-4 marks)	<p><i>There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i></p> <p>The response contains a limited range of evidence, views or opinions. There is little or no attempt to draw the material together into a balanced account. Limited attempt to draw upon the student's own involvement or use case studies.</p>

0 8

Why are some pressure groups more successful than others in influencing the actions of central government? Use recent case studies to support your arguments. (25 marks)

AO3

Level 3 (17-25 marks)

A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology.

Where appropriate, the response recognises and draws upon the student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.

The response will clearly demonstrate knowledge of a range of pressure groups, whose work and actions will be outlined. The nature and purposes of the pressure group will be fully described. The examples used should be mainly national as the impact is in regard to central government policies and actions. The account has to develop a clear rationale as to why some are more successful than others. Issues like the nature of the cause, media support, political support, membership, financial backing should be discussed. A range of recent case studies should be incorporated into the account. The account should mention those the student believes have been successful and those that have been unsuccessful, and give supporting reasons. The conclusion should clearly arise from the evidence presented.

Responses up to the mid-point will develop a case using a range of examples. Understanding of some of the concepts will be weaker. A conclusion will be presented but the range of evidence presented will not be so fully examined.

Level 2 (9-16 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 an ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.*

The response will indicate an understanding of the work of a number of pressure groups but the range of varying types may be limited. Some use of case studies to support the points being made. A range of evidence will be presented but not always clearly structured to the requirements of the question. A number of points will be made and a conclusion will be developed based upon the evidence presented.

Responses up to the mid-point will demonstrate some understanding of the key concepts. A number of case studies will be included. The evidence gathered will not be fully focussed in regard to the core of the question. A partial conclusion will be developed.

Level 1 (1-8 marks) *There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology.*

Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.

The response will make use of a limited range of knowledge relating to the work of pressure groups. A limited range of evidence will be presented and may make reference to specific case studies or pressure groups.

Responses up to the mid-point will be largely descriptive of pressure group activity. Limited attempt to draw together any valid points into an argument.

ASSESSMENT OBJECTIVE GRID

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

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results Statistics page of the AQA Website:
<http://www.aqa.org.uk/over/stat.html>.

Converting Marks into UMS marks

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

UMS conversion calculator www.aqa.org.uk/umsconversion