



**General Certificate of Education
June 2012**

Citizenship Studies

CIST1

Unit 1 Identity, Rights and Responsibilities

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 pre-standardisation meeting attended by all senior examiners and any post-standardisation changes made in the light of students' responses. The process of standardisation 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 standardisation, each examiner analyses a number of students' scripts, the marks for which have already been agreed. If, later in the process, examiners encounter unusual answers which have not previously been seen, they are required to refer these to a senior examiner.

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GCE CITIZENSHIP STUDIES Unit 1
GENERIC MARK SCHEME for Questions

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Level	Assessment Objective AO1 Knowledge and Understanding
Level 3	<p>(4–5 marks)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>No relevant response.</p>

GENERIC MARK SCHEME for Questions 0 2 and 0 6 .

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action
3	<p>(3–4 marks)</p> <p>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)</p> <p>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)</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. 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)</p> <p>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)</p> <p>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)</p> <p>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 mark)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>No relevant response.</p>	<p>(0 marks)</p> <p>No relevant response.</p>	<p>(0 marks)</p> <p>No relevant response.</p>

GENERIC MARK SCHEME for Questions 03 , 04 and 07 , 08 .

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action
3	<p>(5–6 marks)</p> <p>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)</p> <p>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)</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. 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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>No relevant response.</p>	<p>(0 marks)</p> <p>No relevant response.</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, which are shown here in italics. In addition to the indicative content detailed here, all relevant responses will be given credit.

Section A – Identity

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What is meant by *relative poverty*?

(5 marks)

AO1

Level 3 (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.

Response fully explains *relative poverty*. Answers likely to focus on a state of deprivation that is not life-threatening, but is based on a comparison with others in the same society. Examples of relative poverty may include the lack of a telephone, mobile telephone, television, etc. Answers may define relative poverty in the UK as incomes at less than 60% of the median income. Answers that compare relative poverty to absolute poverty will be in the top band.

Level 2 (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.

Partial or incomplete response to explain *relative poverty* with good examples, or perhaps limited or no examples.

Level 1 (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.

Limited or partial understanding of *relative poverty*.

0 2 Outline ways in which the media stereotype some social groups. (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.*

Students may be expected to show knowledge of the media, of social groups and stereotyping. Answers demonstrate knowledge of the more common forms of stereotyping. Likely responses may include stereotyping on the basis of gender, race, religion, class, sexuality, region, welfare recipients, etc. Media forms may include television, radio, newspapers, magazines, cinema, internet, etc.

Level 2 (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.*

Answers demonstrate less accurate knowledge of the more common forms of stereotyping and media portrayal, with gaps in knowledge or errors. Students may mention one or two forms of stereotyping in the media.

Level 1 (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.*

Limited knowledge of the forms of stereotyping by the media.

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.*

Answers will show explicit and detailed evaluation and/or analysis of the more common ways in which the media stereotype social groups. Analysis as to why such stereotyping takes place will be rewarded. Answers that show knowledge of theory of media influence such as the hypodermic syringe model will be in this level. Examples of stereotyped representation may include that of women as home-makers, etc.

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.*

Answers at this level will contain evaluation and analysis of the more common ways that the media stereotype social groups, but this will be more limited.

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.*

Answers will contain little evidence of the more common ways in which the media stereotype social groups.

AO3

Level 3 (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.*

Answers select and organise a range of relevant evidence which forms the basis of the arguments being presented about the more common ways in which the media stereotype social groups.

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. There may be occasional errors of spelling, punctuation and grammar.*

Arguments may not be as relevant but are related to citizenship participation and use citizenship terminology.

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.*

Arguments are limited, with little or no relation to citizenship participation or use of citizenship terminology.

0 3

Why is it so difficult to reduce discrimination?

*(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.*

Answers demonstrate a good depth of knowledge and understanding of discrimination and the methods by which discrimination is tackled. Expected knowledge may include knowledge of legislation and non-legislative bodies, knowledge of the extent of discrimination, and knowledge of discrimination reduction. Examples may include knowledge of the Equality Act 2010, the Equality and Human Rights Commission, Kick It Out campaign, the disparity in earnings between men and women, etc. These may be historical in nature, or drawn from local, national or international contexts. Credit may also be given to an explanation of the concept. Answers in Level 3 will normally show knowledge of legislation in regard to discrimination.

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.*

Answers will contain less extensive knowledge of discrimination and discrimination reduction approaches.

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 to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*

Responses will contain very limited knowledge of discrimination and discrimination reduction approaches.

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.*

There may be a reference to a range of arguments assessing the problems of reducing discrimination. Answers are likely to focus on the problems of a legislative approach, the problems associated with formal bodies such as the Equality and Human Rights Commission, the problems associated with non-legislative and non-governmental bodies, the problems of trying to educate people and change attitudes, etc.

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*

Answers will examine the debate in less depth and examples may be less accurate. Explanations or analysis might be perfunctory or common sense.

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.*

Answers are likely only to identify that there are problems with reducing discrimination, with little analysis or evaluation.

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 is legible with few, if any, errors of spelling, punctuation and grammar.*

Answers select and organise a range of relevant evidence which forms the basis of the arguments being presented as to the problems of reducing discrimination.

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. There may be occasional errors of spelling, punctuation and grammar.*

The arguments may not be as relevant but are related to citizenship participation and use citizenship terminology.

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.*

Arguments are limited, with little or no relation to citizenship participation or use of citizenship terminology.

0 4

Why is it so difficult to define citizenship?

(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 exhibits clear knowledge and understanding of citizenship and the different debates surrounding citizenship. Knowledge of such concepts as rights, responsibilities, communitarianism, individualism, left wing, right wing, social citizenship, active citizenship, etc, will all be rewarded, as will writers such as Crick, T H Marshall, Etzioni, etc. Content is indicative only.

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.*

Answers will contain less extensive knowledge of citizenship and the citizenship debate. Answers that primarily focus on the nature of citizenship because of immigration and multi-culturalism will not normally score above Level 2.

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 to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*

Responses will contain very limited knowledge of citizenship and the citizenship debate.

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 will analyse the debate surrounding the various forms of citizenship, including rights and responsibilities, active and social citizenship, left wing and right wing views, communitarianism and individualism, citizens and subjects, etc. There should be a conclusion based upon the evidence presented.

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.*

Answers are likely to show evidence of analysis and evaluation but not have a range of arguments. Explanations or analysis might be perfunctory or common sense. Answers may examine the debate, but not in much detail.

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.*

Responses will contain little evidence of analysis and evaluation.

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 is legible with few, if any, errors of spelling, punctuation and grammar.*

A range of relevant evidence is selected and organised which forms the basis of the arguments being presented on the problems in defining citizenship.

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. There may be occasional errors of spelling, punctuation and grammar.*

The arguments may not be as relevant but are related to citizenship participation and use citizenship terminology.

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.*

Arguments are limited, with little or no relation to citizenship participation or use of citizenship terminology.

Section B Rights and responsibilities

0 5 Briefly explain the term *criminal law*. (5 marks)

AO1
Level 3 (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.*

Response that fully explains both *criminal and law* in detail. 'Law' means conferred by legislation or judicial precedent, and 'criminal' is referring to the act of committing a crime; committing an act that breaks the law; an infraction against the state. Criminal law is the body of law that deals with crimes and their punishment, and is enforced by the state. Examples may include murder, manslaughter, theft, etc, but answers that **only** contain examples cannot be awarded at Level 3.

Level 2 (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.*

Response explains the term *criminal law* in less depth with or without examples. *Criminal law* can be contrasted to civil law.

Level 1 (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.*

Response very weakly explains the term *criminal law*, perhaps without examples.

0 6 Explain **three** political rights held by citizens in the UK. (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.*

Answers demonstrate knowledge of political rights, namely, specific entitlements held by citizens in the political realm. Political rights can be contrasted with human rights (though the two are not mutually exclusive), legal rights, social rights, consumer rights, etc. Examples of UK political rights include the right to vote at 18, the right to stand for election, free speech, freedom of association, right to protest, etc. Three distinct political rights must be explained.

Level 2 (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.*

Answers will demonstrate less accurate knowledge of political rights and will probably explain two rights.

Level 1 (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.*

Answers will demonstrate limited knowledge of political rights and examples may not be given or may not be accurate. They will probably explain only one right.

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.*

Answers will show explicit explanation of three political rights held by UK citizens. For example, students may show understanding of universal suffrage and the concept of equality that is required in a representative democracy.

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.*

Answers will contain explanation of political rights held by UK citizens but this will be more limited.

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.*

Answers will contain very limited explanation of political rights held by UK citizens.

AO3

Level 3 (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.*

Students select and organise a range of relevant evidence which forms the basis of explanations being presented as to political rights held by UK citizens.

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. There may be occasional errors of spelling, punctuation and grammar.*

Arguments may not be as relevant but are related to citizenship participation and use citizenship terminology.

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.*

Arguments are limited, with little or no relation to citizenship participation or use of citizenship terminology.

0 7 ‘The “right to know” has gone too far.’ Assess this view. (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.*

Answers demonstrate a good depth of knowledge and understanding of the right to know in general and the Freedom of Information Act 2000 in particular. Knowledge of the main provisions and exemptions of the Freedom of Information Act and the Data Protection Act should normally be present for this level. Knowledge of the extent of privacy laws and the media will also be rewarded. Also reward knowledge of privacy court cases such as Max Moseley, Naomi Campbell, etc, and Wikileaks.

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.*

Answers will contain less extensive knowledge of the FoI Act and DPA, privacy laws and their context. Answers that focus on case studies and the privacy/right-to-know debate can only be at this level.

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 to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*

Responses will contain very limited knowledge of ‘the right to know’.

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 debate could be constructed in the private or public sphere, with a discussion of the individual’s right to know personal information about themselves, an individual’s right to have information from the state to allow transparency and accountability, and an individual’s right to know about the private lives or otherwise of celebrities. There will be three or more arguments analysing the issue.

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.*

Answers are likely to show evidence of analysis and evaluation but may be more unbalanced and not have the range of arguments.

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.*

There will be little evidence of analysis and evaluation.

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 is legible with few, if any, errors of spelling, punctuation and grammar.*

Students select and organise a range of relevant evidence which forms the basis of the arguments being presented on the 'right to know'.

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. There may be occasional errors of spelling, punctuation and grammar.

The arguments may not be as relevant but are related to citizenship participation and use citizenship terminology.

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.

Arguments are limited with little or no relation to citizenship participation or use of citizenship terminology.

0 8

Assess the view that the Human Rights Act 1998 has been a success.

(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.

Answers demonstrate a good depth of knowledge and understanding of the Human Rights Act 1998, and other relevant contexts such as the European Convention on Human Rights, the European Court of Human Rights, and other guarantors of rights in the UK, such as the media, pressure groups, etc. Knowledge of specific examples of relevant human rights cases will be rewarded.

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.

Answers will contain less extensive knowledge of the Human Rights Act and its context.

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 to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*

Responses will contain very limited knowledge of the Human Rights Act and its context.

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.*

Responses will analyse and evaluate the arguments relating to whether the Human Rights Act has been a success. Students may try to define success in this context. Ways include successfully protecting human rights, raising the profile of human rights, giving individuals access to UK courts to have their cases heard, speeding up access to justice, clarifying the law, strengthening the judiciary, limiting the arbitrary power of the executive, etc. Failures may include the criticism that the HRA is a ‘criminals’ charter’, it ignores law-abiding citizens’ rights, it leads to expensive and unnecessary cases, etc. It is expected that students will provide a number of cases that provide evidence of each side of the argument. Three or more arguments analysing the issue may be expected.

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.*

Answers will show evidence of analysis and evaluation but to a lesser extent than the highest level.

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.*

Answers are likely only to identify that there is a debate over a Bill of Rights, but the arguments are likely to be less developed.

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.*

A range of relevant evidence is selected and organised which forms the basis of the arguments being presented about the success of the Human Rights Act.

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. There may be occasional errors of spelling, punctuation and grammar.*

The arguments may not be as relevant but are related to citizenship participation and use citizenship terminology.

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.*

Arguments are limited with little or no relation to citizenship participation or use of citizenship terminology.

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 and 08	
A01	5	4	6	5	4	6	30
A02	0	3	5	0	3	5	16
A03	0	3	4	0	3	4	14
Total	5	10	15	5	10	15	60