



**General Certificate of Education
June 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 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 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 are 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 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.</p>
	<p>(0 marks) No relevant response.</p>

GENERIC MARK SCHEME for Question

0	2
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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 are 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** continued

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action
1	<p>(1 mark) 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.</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 0 3 **and** 0 4

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 are 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 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.</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

0	5
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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 0 6 and 0 7

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
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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.</p> <p>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, which are shown here in italics.
In addition to the indicative content detailed here, all relevant responses will be given credit.

Section A – Making a Difference

0 1 Briefly outline the case made by those who opposed the introduction of an AV voting system to elect Members of Parliament. (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 are used to relate knowledge and understanding to citizenship issues.

An account that clearly contains at least two distinct points made by those who oppose the introduction of the AV voting system. The response may use the information contained in the source as negative points in regard to AV, eg end up with everyone's second choice. Students may make broader points about the increasing likelihood of no party winning a majority, lack of political mandates, and deals after the election. Parties may also chase second preference votes and have less distinct policies. First Past The Post (Simple Plurality) is easy to understand and has worked well in most elections.

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.

An account that briefly outlines the case made against the introduction of an AV electoral system. The account will be limited in scope, but will normally contain one distinct point.

Level 1 (1 mark) *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.

A basic account which identifies partial reasons made by those who oppose the introduction of the AV system.

(0 marks) *No relevant response*

0 2 Briefly examine the advantages **and** disadvantages of major issues being decided by referendums. (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 account will give a clear understanding of the term by explaining that a referendum is a vote by the electorate on a single issue. The decision of the voters can either be binding or advisory. The decision whether to hold a referendum is determined by Parliament who pass legislation to allow the referendum to take place, decide the question to be asked and any threshold regarding a decision. The response may make reference to examples of referendums held in the UK. Only two UK-wide referendums have taken place, in 1975 on re-negotiated terms of EEC entry and in 2011 on changing the UK voting system. Other referendums have been local, regional or national, such as on Scottish and Welsh Devolution, on the Northern Ireland Good Friday Agreement and on directly elected mayors. An earlier referendum was held regarding sovereignty in Northern Ireland in 1970.

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.*

The response will contain a general understanding of the term 'referendum' and may outline an example of a referendum in action in the UK.

Level 1 (1 mark) *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.

Limited account containing a few general points relating to referendums.

(0 marks) *No relevant response.*

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 outlines points for and against the increase in direct democracy through the use of referendums. The account will be balanced. Points made in favour will mention the nature of direct democracy, growth of political literacy, people wanting a greater say, curbing the powers of politicians, decisions being made with the consent of the people. Points against may refer to the concept of representative democracy where we elect politicians to make decisions on our behalf, lack of politically-educated voters, low turnouts, unclear decisions, pandering to the masses.

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 account contains several points, which are not clearly developed into a coherent argument in regard to increasing direct democracy. The response may not be balanced. Limited use of evidence to support the points being made.

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.*

Limited attempt to make a coherent argument for or against increasing direct democracy through the use of referendums.

(0 marks) *No relevant response.*

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

The response may make reference to the student's own participation in a range of electoral/referendum situations to support the points and arguments being made.

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.*

The response may contain some reference to the student's own participation in elections or referendums.

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.*

Limited attempt to make any reference to the student's own involvement in any form of electoral process.

(0 marks) *No relevant response*

EITHER**0 3**

Examine the case that the state should provide fewer services for its citizens.

*(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 wide range of different services currently provided by the state at either a national, devolved or a local level. The response may identify named individuals or groups who have proposed a decreased role for the state. The list may include both pressure groups and political parties. The account may include a summary of how the role of the state in regard to the provision of services has changed, especially in the post-1979 period. Current examples may be included where the role of the state is being discussed, eg the partial privatisation of the Royal Mail, change to the benefit system and changes in higher education funding.

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 by the number of examples relating to public services. Limited attempt to provide either a backcloth or contemporary evidence.

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 normally identify a limited range of examples of public services or indicate an understanding of the concept of public services, with little attempt to link to the case for or against state provision.

(0 marks)

No relevant response.

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 reasons why individuals and groups believe that the state should provide fewer services for its citizens. The response may contain reference to other countries and how the state provides public services. The response ought to refer to the ideological basis on which the contention is made. It may also contain evidence of contrary views.

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 views about the provision of public services but will not be clearly linked to any ideological or political standpoint. The points made will relate to the examples offered.

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 views about the provision of public services, with little attempt to make a coherent argument.

(0 marks) *No relevant response.*

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 response may contain a range of references to the student's own studies, active citizenship participation or use of current public services.

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.*

The response may make some attempt to link points to the student's own experiences.

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.*

Limited attempt to include references to the student's own experiences.

(0 marks) *No relevant response.*

OR

0	4
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After the 2010 General Election, a two-party coalition government held power in the UK. Assess how this has impacted on who holds political power 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 will indicate a very clear understanding of the term 'coalition government' and demonstrate a knowledge of how political power is distributed within the central government of the UK. Students may demonstrate knowledge of concepts such as Prime Ministerial government/Presidential government, cabinet government and collective responsibility, being the traditional power descriptors when referring to the government of the UK. These terms have been traditionally associated with single-party government. Students may mention the power of groups within political parties, and the power of people like whips.

Stronger responses will balance the traditional points against the context of a coalition government where more discussion and power-sharing may take place, where there is give and take in relation to policy issues. Students may mention other bodies like the media, whom many claim have a role in relation to political power. The response will contain a wide range of valid points: many may be based around case studies such as tuition fees, saving the forest, NHS changes, budget cuts and income tax changes. There may also be reference to how little has changed when comparing coalition government with single-party government.

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 some knowledge of the term 'coalition' and be able to develop several points about the nature of political power and how it is different when a coalition government is in power. The totality of the evidence may be unbalanced.

Level 1

(1-2 marks)

Answers are characterised by containing 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 relating to the coalition government and how decisions are made.

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 indicates a clear understanding of the concepts relating to political power in the UK. This understanding may be developed through the use of case studies. A number of points will be made in regard to the difference that operates when two parties have to work together, rather than one party holding power. Any similarities may also be noted. Issues that may be discussed include policy decision-making, cabinet formation, relations to the media, the extent of Prime Ministerial/Deputy Prime Ministerial power when the post-holders are from different political parties.

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 indicate some understanding of the key concepts. The examples used will be linked to the concepts. A limited range of points will be made regarding the changes that have had to be made as a result of the formation of a coalition government.

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 nature of political power when discussing a coalition government.

(0 marks) *No relevant response.*

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 response may contain reference to the student's knowledge of his/her own local community, own participation during the course and involvement with political figures and bodies.

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.*

The response may contain some local references.

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.*

Limited attempt to link the response to any course-related experiences of the student.

(0 marks) *No relevant response.*

Section B

0	5
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Identify **one** advantage **and one** disadvantage of using the internet as a research tool to investigate a local issue. (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 an advantage and a disadvantage of researching a local issue through the internet. Examples of advantages may include the speed of research and range of material available. Disadvantages may include access to very local material is not available, limited sources to cross-reference the accuracy of the material found.

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.*

One advantage and/or disadvantage is outlined. The response makes reference to some local issue research.

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.*

Partial response outlining either an advantage or a disadvantage.

(0 marks) *No relevant response.*

0 6

Explain why an active citizenship task that you have undertaken was successful **and** why another was less successful. (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 tasks that can be classified as active citizenship tasks. It clearly indicates that one was successful and the other less successful.

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 outlines two citizenship tasks, limited attempt to outline the success or lack of success in regard to the tasks.

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 outlines some work undertaken but offers limited evidence as to success.

(0 marks) *No relevant response.*

AO3

Level 3 (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.

Clear evidence of justification regarding why one task was successful and another less successful. There is a clear use of citizenship-based criteria to explain the distinction between the two tasks. The points made will develop how each task succeeded or not in regard to the criteria.

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 two tasks and a statement as to why one was more successful than the other. Some attempt to outline success criteria.

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 tasks might be described as successful or not. The account may contain an outline of the task and the outcome, but there is only limited analysis of any success criteria.

(0 marks) *No relevant response.*

0 7 Why are some forms of protest more successful than others? (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. The response will draw upon a wide range of different forms of protest and make use of contemporary examples. The student may make reference to his or her own participation in forms of protest.

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 different forms of protest. Case studies may be used in developing the points made.

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.*

A generalised account that may make partial reference to the source. Limited understanding shown of the range of different forms of protest.

(0 marks) No relevant response.

AO3

Level 3 (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.*

The response marshals the evidence together regarding a range of different types of protest. The evidence will be clearly linked to the context of success. The range of protest can be local, national or international. Concepts regarding the nature of protest will be developed through the response, eg size of the group, type of pressure group, the nature of the case, the nature of the action, composition of the group protesting, the nature of the individual or group that is subject to the protest. The responses will be varied depending upon the nature of the examples used, but a clear conclusion should be drawn based upon the cases on a case-by-case basis.

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.*

The response covers many forms of protest. There is some attempt to draw conclusions based upon the evidence and cases presented. Limited use of case studies or examples of the student's own participation.

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.*

The response contains a limited range of evidence. 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.

(0 marks) *No relevant response.*

0 8

'Every 16-year-old should undertake some form of community-based voluntary work for a short period of time.' Make a case for **or** against this point of view.

(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 voluntary and community-based activities and may make reference to the student's own involvement or that of others known to them. A very clear case will be made for or against the contention of the question. The response should include the use of contemporary evidence and may make reference to the introduction of a programme called National Citizenship Service. Reference may also be made to the concept of the 'Big Society'. Points made in favour might include concepts like civic responsibility, meeting local needs, helping those in need, building character, giving something back. Reference may be made to existing local or national schemes like CSV. Points against might include the concept of the nanny state, prescription, costs involved, organisational issues, reluctant participants, short-termism, inability to make a real difference, the state avoiding its responsibilities. The case will be well structured and the evidence presented will support concluding comments.

Responses up to the mid-point will develop a case for or against, using a range of examples. Understanding of some of the key concepts relating to democracy and civil liberties will be weaker. A position will be taken and a conclusion developed, but the range of evidence presented will not be so fully examined.

Level 2	(9-16 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. 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 will indicate some understanding of the key concepts and ideas behind volunteering. 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. The response will take a position for or against the proposition contained in the question.</p> <p>Responses up to the mid-point will demonstrate some understanding of the key concepts. A number of case studies may be included. The evidence gathered will not be fully focussed in regard to the core of the question. A partial conclusion will be developed.</p>
Level 1	(1-8 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 will contain a limited range of evidence about community activity and volunteering. Limited attempt to marshal the material into a clearly-developed argument. No real attempt to draw conclusions.</p>
	(0 marks)	<p><i>No relevant response.</i></p>

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