



**General Certificate of Education
June 2012**

Citizenship Studies

CIST3

Power and Justice

Unit 3

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the 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 3

for questions

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Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
3	<p>(3–4 marks) Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples is used to relate and interconnect knowledge and understanding to citizenship issues.</p>	<p>(5–6 marks) The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.</p>	<p>(2 marks) A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</p>	<p>(3 marks) Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</p>
2	<p>(2 marks) Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.</p>	<p>(3–4 marks) The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.</p>		<p>(2 marks) Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</p>

GENERIC MARK SCHEMEfor questions **0 1** , **0 3** , **0 5** , **0 7** , **0 9** and **1 1** (continued)

1	<p>(1 mark) Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.</p>	<p>(1–2 marks) The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.</p>	<p>(1 mark) There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p>	<p>(1 mark) Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</p>
	<p>(0 marks) No relevant response.</p>	<p>(0 marks) No relevant response.</p>	<p>(0 marks) No relevant response.</p>	<p>(0 marks) No relevant response.</p>

GENERIC MARK SCHEMEfor questions

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Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
3	<p>(4–5 marks) Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples is used to relate and interconnect knowledge and understanding to citizenship issues.</p>	<p>(6–8 marks) The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.</p>	<p>(3–4 marks) The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate, the response indicates an outstanding ability to recognise and draw upon the 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>	<p>(6–8 marks) Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</p>
2	<p>(2–3 marks) Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.</p>	<p>(3–5 marks) The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.</p>	<p>(2 marks) A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</p>	<p>(3–5 marks) Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</p>

GENERIC MARK SCHEMEfor questions **0 2** , **0 4** , **0 6** , **0 8** , **1 0** and **1 2** (continued)

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
1	(1 mark) Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.	(1–2 marks) The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.	(1 mark) There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.	(1–2 marks) Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.
	(0 marks) No relevant response.	(0 marks) No relevant response.	(0 marks) No relevant response.	(0 marks) No relevant response.

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 Crime, Justice and Punishment

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Explain the relationship between criminal behaviour and any **two** of the following:

- gender
- social class
- age
- locality
- ethnicity.

(15 marks)

AO1

Level 3

(3-4 marks)

Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples is used to relate and interconnect knowledge and understanding to citizenship issues.

Students will provide an excellent explanation of two or more factors which may have an effect on criminal behaviour, such as:

Gender:

Responses may consider crime being predominantly committed by males, particularly violent and sexual crime. Students may refer to differences between male and female crime, such as female crime mainly related to theft (shoplifting) and fraud (welfare benefits), with possible comment on the recent rise in female crime, especially alcohol and drug-related crime.

Social class:

Students may refer to crime sometimes being classified as white-collar or blue-collar crime and subsequent perceived consequences in sentencing. Answers may comment on whether the type of crime varies according to social class and whether some types of crime are not associated with particular social class, for example, murder, sexual offences.

Age:

Answers may comment on the peak age for offending being recognised as late teens, also hardened criminals re-offending due to failure of rehabilitation. Students may also comment on the age of criminal responsibility and ways in which young people may drift into criminal behaviour, such as via gangs due to peer pressure.

Locality:

Students may comment on differences in rural and urban crime and in different sectors of urban areas. Students may also cite 'broken windows theory' on the link between degeneration of an area and criminal activity.

Ethnicity:

Students may comment on crime rates amongst ethnic minorities and give reasons for higher crime rates. They may make comments concerning illegal immigration, drug culture and gangmasters, and may draw links between ethnicity, locality and deprivation.

Note:

1. Students must address at least two issues for a Level 3 response, although not necessarily in equal depth.
2. The above are given as examples only.
3. Credit other relevant material.

Level 2 (2 marks) *Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.*

Responses will give a clear explanation of any two of the issues outlined for Level 3 but may not include such a wide range of provisions.

Level 1 (1 mark) *Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.*

Responses may show a more limited knowledge and understanding of the issues, or only address one issue.

(0 marks) *No relevant response*

AO2

Level 3 (5-6 marks) *The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.*

Responses will expand the comments made in AO1 and ensure that the factors are linked to the causes of criminal behaviour. Students will assess the strength of the factors and give examples. Answers will evaluate the factors and make an argument concerning their importance, reaching a reasoned conclusion, for example:

Gender:

Comment may be made on the rise in female crime, such as participating in 2011 riots, looting, drug and alcohol offences, and benefit fraud.

Social class:

Candidates may comment on the type of crime varying according to social class. Blue collar crime, such as burglary, vandalism (criminal damage), etc, may be seen to be of a more practical nature, whereas white collar crime may be more hidden, such as fraud.

Age:

Reasons may be suggested as to why the peak age range for offending is between 18 and 24, such as disaffected youth, unemployment, family breakdown, etc. The failure of rehabilitation may be considered as a factor for more mature repeat offenders.

Locality:

The rise of gangs and gang warfare may be referred to as relating to certain deprived urban locations.

Ethnicity:

Candidates may refer to specific cases involving ethnic minorities, such as gang related crimes and crimes of racial hatred, eg Stephen Lawrence murder.

Level 2 (3-4 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.*

Answers will begin to show development of the explanation in AO1 and comment on the link between the factors and criminal behaviour. Examples may be used but discussion and conclusion may be weaker.

Level 1 (1-2 marks) *The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.*

Answers will have a limited discussion and more tenuous links between the factors and criminal behaviour.

(0 marks) *No relevant response.*

AO3

Level 2 and 3 (2 marks)

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

The response should show a clear structure which is logical and which uses the correct terminology. In evaluation of the factors and their relationship to criminal behaviour, students may draw on specific examples to illustrate their response. The answer should

show a clear structure and discussion of the above factors.

Level 1 (1 mark) *There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

There is a basic attempt to select and organise information and construct arguments. Students will use language appropriate to the various named factors and their relationship to criminal behaviour.

(0 marks) *No relevant response.*

AO4

Level 3 (3 marks) *Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions*

Students will draw upon the concepts of the relationship between crime and at least two of the following – gender, social class, age, locality and ethnicity – and use examples from a range of citizenship sources. They will construct an answer that responds to the issues raised in the question. Responses will demonstrate an excellent ability to synthesise from different sources and construct an argument.

Level 2 (2 marks) *Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

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

Level 1 (1 mark) *Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Answers demonstrate a basic ability to synthesise material and construct a basic argument.

(0 marks) *No relevant response.*

0 2

'Lay magistrates, being unqualified, should be replaced by professional judges.'
Critically assess this statement. (25 marks)

AO1

Level 3 (4-5 marks) *Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples is used to relate and interconnect knowledge and understanding to citizenship issues.*

Students may include the qualifications for a lay magistrate and the Lord Chancellor's requirements in terms of character and abilities. They may comment on the types of people who are lay magistrates and their reasons for volunteering for unpaid work in the criminal justice system. Students may also distinguish between the work of lay magistrates and district judges.

Students may clearly explain the work of a lay magistrate which may include:

- hearing 95% of criminal trials at summary level
- transferring indictable offences to Crown Court
- hearing or transferring either-way offences
- hearing bail and legal aid applications
- consideration of pre-sentence reports and sentencing
- signing warrants of arrest and search
- presiding in Youth Courts and Family Courts
- hearing licensing appeals
- sitting with judge in Crown Court on sentencing appeals.

Note

1. Not all of these are necessary for full marks.
2. Other relevant and accurate issues dealt with by a lay magistrate will be credited.

Level 2 (2-3 marks) *Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.*

Responses will show a more limited understanding of the work and nature of a lay magistrate. They may cover a more limited range of powers of the lay magistrate or may include only one aspect in more detail.

Level 1 (1 mark) *Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.*

Responses are characterised by basic knowledge of the work of a lay magistrate.

(0 marks) *No relevant response.*

AO2

Level 3 (6-8 marks) *The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.*

Responses will discuss the value of unqualified volunteer magistrates dispensing justice for a wide range of criminal offences and will consider both sides of the argument for the use of lay magistrates. Students may consider the considerable cost-saving to the taxpayer of using lay magistrates and comment on their commitment to the criminal justice system. They may refer to the value of a wide range of people from different walks of life participating in the administration of justice, and to lay magistrates knowing the local area in which they serve.

They may also refer to perceptions of 'justice on the cheap' and lack of legal knowledge. Students will reach a reasoned conclusion.

Level 2 (3-5 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.*

Answers will begin to show a developed response but will be lacking in the depth or range of the higher level response. They may include a more limited range of reasons for lay magistrates in the criminal justice system and evaluation will not be wide-ranging. Answers will reach a reasoned conclusion.

Level 1 (1-2 marks) *The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.*

Answers will show limited development and analysis, and may not address both sides of the argument or reach a conclusion.

(0 marks) *No relevant response.*

AO3

Level 3 (3-4 marks) *The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate, the response indicates an outstanding ability to recognise and draw upon the student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

Students will use language appropriate to the issues and should show a clear structure which is logical and which addresses all the issues raised by the question.

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

Answers will show a more limited structure and use of appropriate terminology, addressing issues appropriate to the use of lay magistrates in the criminal justice system. Students will use appropriate terminology.

Level 1 (1 mark) *There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Answers will show a basic ability to construct an argument and may not address aspects of the question.

(0 marks) *No relevant response.*

AO4

Level 3 (6-8 marks) *Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Students will draw concepts and examples from a range of citizenship sources and will construct an answer that responds to the issues raised in the question, using a range of examples to produce a coherent and well-argued response. Answers will demonstrate an excellent ability to synthesise knowledge from different areas and construct a valid argument on all aspects of the question.

Level 2 (3-5 marks) *Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Answers will demonstrate a good ability to synthesise ideas, linking causes to outcomes on all aspects of the question.

Level 1 (1-2 marks) *Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

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

(0 marks) *No relevant response.*

0 3

Explain the strengths and weaknesses of the qualifications for **and** selection of citizens for jury service. (15 marks)

AO1

Level 3 (3-4 marks) *Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples is used to relate and interconnect knowledge and understanding to citizenship issues.*

Students will respond with an accurate explanation of the qualifications for jury service, namely:

- aged between 18-70
- name on the electoral roll
- resident in the UK for at least 5 years from the age of 13.

Students will also give a clear account of the selection of jury members, including:

- random selection by computer by Central Summonsing Bureau
- disqualifications and ineligibility
- selection in court
- jury vetting
- challenges to the jury.

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

Note:

1. Not all of these are necessary for full marks.
2. Other relevant and accurate issues concerning qualifications for and selection of a jury may be credited.
3. Both elements of the question must be addressed for a Level 3 answer.

Level 2 (2 marks) *Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.*

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

Level 1 (1 mark) *Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.*

Responses will show a limited understanding of the qualifications for and selection of jurors.

(0 marks) *No relevant response.*

AO2

Level 3 (5-6 marks) *The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.*

Students will discuss the strengths and weaknesses of the qualifications for jurors such as upper and lower age limits and the fact that people who are not registered to vote cannot serve on a jury.

Students will also discuss the strengths and weaknesses of the selection of jurors such as random selection, mix of age, gender and ethnicity on jury panels. Reference could be made to the changes made to eligibility for jury service in the Criminal Justice Act 2003. Arguments could include the unpopularity of the compulsory nature of jury service, and lack of intelligence or language ability tests. Discussion could include comment on jury vetting and the right of both the prosecution and defence to challenge.

Students will reach a reasoned conclusion on the suitability of both the qualifications for and selection of jurors.

Note:

1. Both qualifications for and selection of jurors must be evaluated for Level 3 responses.
2. The above are given only as examples.
3. Credit other relevant information given.

Level 2 (3-4 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.*

Answers will begin to show a more developed response either through in-depth analysis of a more limited range of examples or limited depth but with a greater range of strengths and weaknesses.

Level 1 (1-2 marks) *The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.*

Answers will have a limited range of examples which show limited development and explanation. Students may address only one aspect of the question.

(0 marks) *No relevant response.*

AO3

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

The response should show a clear structure which is logical and which uses the correct terminology quoting statutory provisions. In evaluation of the adequacy of the qualifications for and selection of juries, students may draw on specific examples to illustrate their response. The answer should show a clear structure and discussion of the strengths and weaknesses.

Level 1 (1 mark) *There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

There is a basic attempt to select and organise information and construct arguments. Students will use language appropriate to the issues of qualifications and selection of jurors.

(0 marks) *No relevant response.*

AO4

Level 3 (3 marks) *Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

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

Level 2 (2 marks) *Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

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

Level 1 (1 mark) *Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Answers demonstrate a basic ability to synthesise material and construct a basic argument.

(0 marks) *No relevant response.*

0 4

Discuss the adequacy of the provisions made for victims **and** witnesses of criminal offences. (25 marks)

AO1

Level 3 (4-5 marks)

Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples is used to relate and interconnect knowledge and understanding to citizenship issues.

Students will fully explain the provision made for citizens as victims of crime, such as:

- justice in the sentencing of the perpetrator of the crime against the victim – restorative justice and participation in the sentencing process
- services available under the Code of Practice for Victims of Crime, eg victims to be informed of charging decisions made by the CPS, extra assistance for vulnerable victims, separate waiting area in court
- victims' Charter, eg explanations given and delays explained
- restitution of property from the offender
- compensation by the offender and by the Criminal Injuries Compensation Authority
- counselling services
- Victim Support
- suggestions for projects by victims for Community Payback. Specific examples may be given.

Students will also fully discuss provisions made for witnesses of criminal activity and may refer to the No Witness, No Justice joint initiative by the police and Crown Prosecution Service, and witness care units staffed by care officers from the police and CPS leading to improved communication and support for witnesses, especially providing pre-trial information and support for the trial.

Note:

1. Not all the above are necessary in order to reach a Level 3 response.
2. The above are given only as examples and other relevant material may be credited.
3. For a Level 3 response, both aspects of the question must be covered.

Level 2 (2-3 marks)

Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.

Responses will show a more limited understanding of the provisions made for the benefit of victims and witnesses of crimes. This may include a more limited range of provisions or may include only one aspect in more detail and may have a limited range of examples.

Level 1	(1 mark)	<p><i>Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i></p> <p>Answers demonstrate a basic ability to synthesise material and construct a basic argument.</p>
	(0 marks)	<i>No relevant response.</i>
AO2		
Level 3	(6-8 marks)	<p><i>The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.</i></p> <p>The provisions of the criminal justice system on behalf of both victims and witnesses of crime will be discussed, analysed and evaluated, with examples drawn across a range of criminal offences. Students will reach a reasoned and balanced conclusion as to the adequacy of the provisions and level of service received by such victims and witnesses.</p>
Level 2	(3-5 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. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.</i></p> <p>Answers will begin to show a more developed response either through in-depth analysis of a more limited range of examples or limited depth but with a greater range.</p>
Level 1	(1-2 marks)	<p><i>The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.</i></p> <p>Answers will have a limited range of examples which show a more basic approach to analysis and evaluation.</p>
	(0 marks)	<i>No relevant response.</i>
AO3		
Level 3	(3-4 marks)	<p><i>The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate, the response indicates an outstanding ability to recognise and draw upon the 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>

		Students should show a clear structure which is logical and which uses appropriate terminology and examples of provisions made for both victims and witnesses of crime.
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 a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</i>
		Answers will show more limited structure and use of terminology appropriate to victims and witnesses of crime.
Level 1	(1 mark)	<i>There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i>
		Answers will show a more basic ability to use appropriate terminology and will have a more limited structure.
	(0 marks)	<i>No relevant response.</i>
AO4		
Level 3	(6-8 marks)	<i>Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i>
		Students will use a range of relevant points and examples showing an excellent ability to synthesise material and to construct an argument which responds to the issues raised in the question.
Level 2	(3-5 marks)	<i>Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i>
		Students will show a good ability to synthesise material and use examples and to link the sentencing process to issues of justice and fairness.
Level 1	(1-2 marks)	<i>Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i>
		Answers will show a limited ability to synthesise material or use examples or appropriate terminology.
	(0 marks)	<i>No relevant response.</i>

0 5

Explain the relationship between crime and morality.

(15 marks)

AO1

Level 3 (3-4 marks) *Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples is used to relate and interconnect knowledge and understanding to citizenship issues.*

Students will clearly explain the links between crime and morality and may define criminal behaviour as a wrong against the state resulting in punishment of the offender. Morality, instead of being legislated, is variable depending on age, locality, upbringing, education, culture, religion and social change. Students may refer to the philosophy of law and morality, and quote jurists such as Aquinas, Bentham, Rawls, Fuller, etc.

Level 2 (2 marks) *Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.*

Students should show a clear understanding of the meaning of and differences between law and morality, as outlined for Level 3 above.

Level 1 (1 mark) *Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.*

Responses will show a limited understanding of the differences between law and morality and may lack definitions.

(0 marks) *No relevant response.*

AO2

Level 3 (5-6 marks) *The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.*

Students are required to develop the points made in AO1, comment on the relationship between crime and morality and discuss the moral aspect of most criminal offences, giving examples. This may then be contrasted with crimes which may have little or no moral connotation, eg some strict liability offences where no *mens rea* is required. Students will reach a reasoned conclusion.

Level 2	(3-4 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. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.</i></p> <p>Answers will begin to show a more developed response either through in-depth analysis or a more limited range, or a response of limited depth, but with greater range and showing some analysis.</p>
Level 1	(1-2 marks)	<p><i>The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.</i></p> <p>Answers will show a more basic response and be lacking in analysis.</p>
	(0 marks)	<p><i>No relevant response.</i></p>
AO3		
Level 2 and 3	(2 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 a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</i></p> <p>The response should show a clear structure which is logical and which uses appropriate terminology and statutory provision.</p>
Level 1	(1 mark)	<p><i>There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i></p> <p>There will be some basic attempt to use appropriate terminology.</p>
	(0 marks)	<p><i>No relevant response.</i></p>
AO4		
Level 3	(3 marks)	<p><i>Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i></p> <p>The response will demonstrate an excellent ability to synthesise knowledge and construct an argument based on illustrations drawn from examples.</p>

Level 2 (2 marks) *Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

There will be a more limited attempt to link other areas of study.

Level 1 (1 mark) *Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

There will be only basic attempts to link to other areas.

(0 marks) *No relevant response.*

0 6

Assess the extent to which sentencing aims, as enacted in the Criminal Justice Act 2003, are achieved. (25 marks)

AO1

Level 3 (4-5 marks) *Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples are used to relate and interconnect knowledge and understanding to citizenship issues.*

Responses will clearly explain the sentencing aims as contained in the Criminal Justice Act 2003 which may include:

- (a) the punishment of offenders – students may expand and explain this in terms of retribution; namely, society desiring to seek revenge on the offender with the punishment fitting the crime, ‘an eye for an eye’ approach.
- (b) the reduction of crime (including its reduction by deterrence) – which may be explained in terms of individual deterrence and/or general deterrence.
- (c) the reform and rehabilitation of offenders – students may include educational programmes, employment skills and training
- (d) the protection of the public – which may include imprisonment, confiscation, driving bans, etc.
- (e) the making of reparation by offenders to persons affected by their offences – students may refer to specific instances of reparation or general reparation to society through unpaid work, etc.

Students may relate the purposes of sentencing to the powers of the court, referring to sentences which specifically reflect the aim.

Note:

All of the aims need not be included for Level 3, provided sufficient depth of knowledge and understanding is shown.

Level 2 (2-3 marks) *Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.*

Responses will have a good understanding of sentencing aims. Answers will show knowledge and understanding of the issues but still may only consider a more limited range or consider a greater range but not in depth.

Level 1	(1 mark)	<p><i>Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.</i></p> <p>Responses will show a more limited knowledge and understanding of sentencing aims and may have a more limited range.</p>
	(0 marks)	<i>No relevant response.</i>
AO2		
Level 3	(6-8 marks)	<p><i>The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.</i></p> <p>Students will relate the sentencing aims to the powers of the court and assess their effectiveness with particular reference to re-offending rates. Students may include examples such as Venables and the apparent failure of rehabilitation of a young offender. Other examples could include successful examples of unpaid work, anger management courses or speed awareness courses to create a balanced argument on the outcome of the sentence, whether the aim was achieved and to reach a reasoned conclusion based on the evidence which students adduced in their answer. Responses may evaluate the aims of sentencing as set out in the Criminal Justice Act 2003, and comment on the extent to which such aims are achieved.</p>
Level 2	(3-5 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. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.</i></p> <p>Responses will show a more developed response either through in-depth analysis of a more limited range of examples or limited depth but with a greater range.</p>
Level 1	(1-2 marks)	<p><i>The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.</i></p> <p>Answers will have a limited range of examples which show limited development: they will lack analysis or a firm conclusion and may only consider one aspect of the question.</p>
	(0 marks)	<i>No relevant response.</i>

AO3

Level 3 (3-4 marks) *The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate, the response indicates an outstanding ability to recognise and draw upon the student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

Students should show a clear structure which is logical and which uses legal terminology linked with citizenship, relating to the aims of sentencing and their success rate.

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

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

Level 1 (1 mark) *There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

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

(0 marks) *No relevant response.*

AO4

Level 3 (6-8 marks) *Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Answers will use a range of relevant points and examples including material from Court visits made by the students using their observational skills, and from a range of citizenship sources.

Level 2 (3-5 marks) *Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Students will use knowledge and ideas from different sources but will be briefer in their response.

Level 1 (1-2 marks) *Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Answers will show a limited ability to use knowledge and ideas from other areas and will have a limited response to the issues raised in the question.

(0 marks) *No relevant response.*

Section B Politics, Power and Participation

0	7
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Explain the roles of the different levels of elected posts in the UK. (15 marks)

AO1

Level 3

(3-4 marks)

Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples is used to relate and interconnect knowledge and understanding to citizenship issues.

Students will clearly explain roles and aspects of elected posts such as:

- MPs appointed to government and back benches
- Assembly Members (MSPs, AMs, MLAs)
- Local government councillors
- Elected mayors, such as the mayor of London
- MEPs.

MPs:

Students may refer to MPs representing a local constituency in Parliament and looking after the interests of and solving problems for their constituents. They may refer to debate and voting on various stages of legislation in the House of Commons, including committee work.

Assembly Members:

Reference may be made to Assembly Members representing people in a defined area at meetings of the Assembly, eg Wales, and looking after their interests; debating in the Assembly; voting on relevant issues; and in addition working in committees.

Local Government Councillors

Students may refer to local elections returning local councillors, who represent a ward in a town or city, or parish councillors. Reference may be made to sitting, debating and voting in local council meetings and work representing local industry, education and residents.

Elected Mayors

Responses may refer to directly elected mayors, eg in London, as opposed to council leaders being chosen from within the ruling party. Elected mayors have power to set the council's annual budget and policy framework documents.

MEPs

Students may refer to MEPs representing a larger region than MPs in Parliament and refer to representation in the European Parliament, where their key role is scrutinising proposed legislation, and to work in committees.

Students will explain the nature of the above posts and how and when the post-holders are elected.

Level 2	(2 marks)	<p><i>Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.</i></p> <p>Responses will show some limited understanding of the nature of elected posts in the UK. This may include only one aspect in detail or may include a wider range of aspects but without depth of discussion.</p>
Level 1	(1 mark)	<p><i>Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.</i></p> <p>Responses will show a limited understanding of the nature of elected posts and will make basic points.</p>
	(0 marks)	<p><i>No relevant response.</i></p> <p>Note: Other relevant material raised will be credited.</p>
AO2		
Level 3	(5-6 marks)	<p><i>The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.</i></p> <p>The response should give a range of examples. It should also develop the points in AO1, and discuss the nature of the various roles. The answer may show evaluation by considering the importance of the differing roles of the posts and how effective they are in a representative democracy. Students may refer to the hierarchy of the elected posts and comment on the effectiveness of the roles.</p>
Level 2	(3-4 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. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.</i></p> <p>Responses will begin to show a developed response either through in-depth analysis of a more limited range of examples, or limited depth but with greater range.</p>
Level 1	(1-2 marks)	<p><i>The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.</i></p>

		Responses will have a limited range of examples, show limited development and be lacking in analysis and evaluation.
	(0 marks)	<i>No relevant response.</i>
AO3		
Levels 2 and 3	(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 a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</i>
		The responses should show a clear structure which is logical and which uses language appropriate to the nature and purpose of elected posts in the UK.
Level 1	(1 mark)	<i>There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i>
		There is some basic attempt to use appropriate terminology but a clear structure is lacking.
	(0 marks)	<i>No relevant response.</i>
AO4		
Level 3	(3 marks)	<i>Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i>
		The response should look to ideas from other areas to enable a coherent answer. This may include issues of the appropriateness of the system of elected posts and will use examples from a range of citizenship sources. This may include examples of elected posts and may use illustrations from other units in the specification, such as work on Active Citizenship completed for CIST2 or CIST4.
Level 2	(2 marks)	<i>Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions</i>
		There will be more limited links to other areas.
Level 1	(1 mark)	<i>Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i>

Answers demonstrate a basic ability to draw ideas and concepts from other areas with little or no development or explicit link to the question set.

(0 marks) *No relevant response.*

0 8

Discuss the effectiveness of Parliament in holding government to account.

(25 marks)

AO1

Level 3 (4-5 marks) *Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples are used to relate and interconnect knowledge and understanding to citizenship issues.*

Students will clearly explain how Parliament may hold government to account, describing the various methods, such as:

- Parliamentary parties
- Confidence motions
- Prime Minister’s question time
- Minister’s question time
- debate in stages of proposed legislation
- Whip system
- standing (now known as Public Bill) and select committees and inquiries
- House of Lords scrutiny and revision
- affirmative and negative resolutions on Statutory Instruments.

Level 2 (2-3 marks) *Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.*

Answers will show good development but still may only consider a few aspects of the issues involved or give more limited consideration of a greater range.

Level 1 (1 mark) *Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.*

Responses will show a more limited knowledge and understanding of Parliament’s role in bringing government to account.

(0 marks) *No relevant response.*

AO2

Level 3 (6-8 marks) *The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.*

The responses will discuss in depth the effectiveness of Parliament in bringing government to account. Each method identified will be analysed and evaluated, and the response will reach a reasoned conclusion based on the evidence adduced in the answer. Examples of policy issues, such as the Iraq war and the power of large majority governments compared with coalition governments, may be raised and developed.

Level 2 (3-5 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.*

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

Level 1 (1-2 marks) *The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.*

Answers will have limited range of examples which show limited development and lack analysis.

(0 marks) *No relevant response.*

AO3

Level 3 (3-4 marks) *The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate, the response indicates an outstanding ability to recognise and draw upon the student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

Answers should show a clear structure which is logical, which uses appropriate terminology and which considers both sides of the argument posed by the question.

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

Answers will show a more limited structure and use of appropriate terminology relating to Parliament.

Level 1 (1 mark) *There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Answers will show a more basic ability to use appropriate language and will have a more limited structure.

(0 marks) *No relevant response.*

AO4

Level 3 (6-8 marks) *Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Answers will use a range of relevant points and examples from other areas of the specification such as CIST2 and CIST4 to produce a coherent and well-argued response which relates to the issues raised by the question.

Level 2 (3-5 marks) *Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Answers will show knowledge and ideas from other areas of the specification. Students will draw concepts and examples from a range of citizenship sources and will construct an answer that responds to the issues raised in the question.

Level 1 (1-2 marks) *Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Answers will show a limited ability to use knowledge and ideas from other areas, such as giving a brief example linking to other areas.

(0 marks) *No relevant response.*

0 9

Explain the changing relationship between the Prime Minister and the Cabinet.

(15 marks)

AO1

Level 3 (3-4 marks)

Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples is used to relate and interconnect knowledge and understanding to citizenship issues.

Students will clearly explain that Her Majesty's Government consists of those ministers responsible for the conduct of national affairs. The Queen alone appoints the Prime Minister, and all other ministers are appointed by her on the Prime Minister's recommendation. The Prime Minister's unique position of authority comes from majority support in the House of Commons and the power to appoint and dismiss ministers. By modern convention, the Prime Minister always sits in the Commons, and is usually the leader of the majority party.

The Prime Minister presides over the Cabinet and is responsible for allocating functions among ministers. Responses will explain the role of the Cabinet as the committee at the centre of the British political system and the supreme decision-making body in government. They may also explain the role of Cabinet Ministers, the Cabinet Office and the increasing use of bilateral meetings.

The British Prime Minister has traditionally been referred to as 'primus inter pares', which means 'first among equals' and demonstrates that he or she is a member of the collective decision-making body of the Cabinet, rather than an individual who has powers in his/her own right. The Prime Minister is first among equals simply in recognition of the responsibility held for appointing and dismissing all the other Cabinet members. Cabinet ministers are the highest-ranking ministers in the government and most government departments have one Cabinet minister (or more). Most Cabinet ministers are titled 'Secretary of State' – although some have traditional titles, such as the Chancellor of the Exchequer and the Chief Whip.

Students may discuss the relationship between various recent Prime Ministers and their respective Cabinets, eg more Presidential Prime Ministerial style.

Note:

1. Not all of these are necessary for full marks.
2. Other relevant and accurate issues raised will be credited.

Level 2 (2 marks)

Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.

		<p>Answers are characterised by a good level of knowledge and understanding of the issues outlined above. Responses may refer to one issue only with regard to the changing relationship between the Prime Minister and the Cabinet, or may cover several issues in less depth.</p>
Level 1	(1 mark)	<p><i>Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.</i></p> <p>Answers will show a limited knowledge and understanding of the concepts and relationship between Prime Minister and the Cabinet.</p>
	(0 marks)	<p><i>No relevant response.</i></p>
AO2		
Level 3	(5-6 marks)	<p><i>The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.</i></p> <p>Responses will develop the points made in AO1 above and may comment on the Prime Minister needing to appoint Cabinet members from power-sharing political parties in addition to members from his/her own party in a coalition government. Students may cite examples from war-time coalitions (eg WW1 and WW2) and also the recent coalition between the Conservative and Liberal Democrat parties. Students may discuss and analyse the relationship between the Prime Minister (Conservative) and the Deputy Prime Minister (Liberal Democrat) and other members of the Cabinet from both parties in relation to compromise and agreement on joint policies. Students may comment on the successes and failures of the relationship between the Prime Minister and Cabinet in coalition governments and reach a considered conclusion. They may refer to other recent examples such as the Brown, Blair and Thatcher relationships with their respective Cabinets.</p>
Level 2	(3-4 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. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.</i></p> <p>Answers will begin to show a more developed response either through in-depth analysis or using a more limited range of examples. They will include comment on the relationship between the Prime Minister and the Cabinet in coalition and majority governments.</p>

Level 1	(1-2 marks)	<p><i>The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.</i></p> <p>Responses will show a limited range of examples and little or no evidence of the skills of analysis or evaluation of the issues.</p>
	(0 marks)	<p><i>No relevant response.</i></p>
AO3		
Level 2 and 3	(2 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 a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</i></p> <p>The response should show a clear structure which is logical and which uses appropriate terminology relating to the office of Prime Minister and the Cabinet. In evaluation, students may draw upon specific examples to illustrate their answer.</p>
Level 1	(1 mark)	<p><i>There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i></p> <p>Answers show some basic attempts to use appropriate terminology and a limited discussion.</p>
	(0 marks)	<p><i>No relevant response.</i></p>
AO4		
Level 3	(3 marks)	<p><i>Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i></p> <p>The response should look to ideas from other areas to enable a coherent answer. This may include examples of a range of aspects which link to other areas of study, and answers may use illustrations from other units such as work on Active Citizenship completed for CIST2 or CIST4.</p>
Level 2	(2 marks)	<p><i>Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i></p> <p>There will be a more limited attempt to link to other areas of study.</p>

Level 1 (1 mark) *Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

There will be only basic attempts to link to other areas.

(0 marks) *No relevant response.*

1 0

Evaluate voting systems used in elections in the UK and the possible reform of these voting systems.

(25 marks)

AO1

Level 3 (4-5 marks) *Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples are used to relate and interconnect knowledge and understanding to citizenship issues.*

Responses will clearly explain that there are five types of elections in the United Kingdom: general elections, elections to devolved Parliaments and Assemblies, elections to the European Parliament, local elections and mayoral elections. There are now five-year fixed-term parliaments. Other elections are held on fixed dates, though in the case of the devolved assemblies and parliaments, early elections can occur in certain situations. Presently, six voting systems are used, namely, the single member plurality system (first past the post), the multi-member plurality system, party list PR, the Single Transferable Vote, the Additional Member system and the Supplementary Vote.

Students will also include reference to reform, such as alternative voting systems, where potential candidates are ranked in order of preference.

Note:

1. Not all of the above are necessary in order to gain a Level 3 credit.
2. There must be reference to possible reform.

Level 2 (2-3 marks) *Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.*

Answers will show a good knowledge and understanding but may only consider lesser aspects, or a more limited consideration of a greater range, but must include reference to reform of the voting systems.

Level 1 (1 mark) *Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.*

		Responses will show a more limited knowledge and understanding of voting systems but may not include reference to voting reform.
	(0 marks)	<i>No relevant response.</i>
AO2		
Level 3	(6-8 marks)	<i>The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.</i>
		Answers will discuss in depth the advantages and disadvantages of the voting systems which students have identified in AO1, evaluate each system and discuss possible reforms such as alternative voting systems. Responses may include reference to the effectiveness of the methods used and the possible impact of reform. Students should reach a reasoned conclusion after considering arguments in favour of the current systems and arguments for reform.
Level 2	(3-5 marks)	<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. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.</i>
		Students' answers will begin to show a more developed response either through in-depth analysis of a more limited range of examples, or with limited depth but greater range.
Level 1	(1-2 marks)	<i>The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.</i>
		Answers will have a more limited range of examples and be limited in analysis; or they may not have considered reforms or both sides of the argument for retaining current systems or introducing reforms.
	(0 marks)	<i>No relevant response.</i>
AO3		
Level 3	(3-4 marks)	<i>Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible. There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation.</i>
		Answers should show a clear structure which is logical and which uses terminology such as examples of methods of voting systems and of possible reforms. Students may draw upon their own observations.

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

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

Level 1 (1 mark) *There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

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

(0 marks) *No relevant response.*

AO4

Level 3 (6-8 marks) *Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Students will draw upon the concepts of voting systems and possible reforms and will use examples from a range of citizenship sources. The response should look to ideas from other areas to enable a coherent answer. This may include drawing on materials from other units, such as work on Active Citizenship completed for CIST2 or CIST4.

Level 2 (3-5 marks) *Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Answers will show a good ability to use concepts of voting systems in both local and national politics, using material from other units.

Level 1 (1-2 marks) *Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Answers will show a limited ability to use knowledge and ideas from other areas, giving brief examples.

(0 marks) *No relevant response.*

1 1

Assess the current role of the UK within **one** key international organisation.

(15 marks)

AO1

Level 3 (3-4 marks)

Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples is used to relate and interconnect knowledge and understanding to citizenship issues.

Answers are characterised by excellent knowledge and understanding of a key international organisation, such as:

- NATO
- United Nations
- G8
- IMF

and the role of the UK within the international organisation. Students will engage with the composition and role of the key organisation before specifically considering the UK's role within the organisation, for example:

NATO:

Participating in security operations, participating in bringing about NATO objectives, military deployment, counter-terrorism and political oversight of NATO'S nuclear posture which is shared among the Allies with UK playing a key role.

UNITED NATIONS:

Students may refer to the UK's instrumental role in forming the United Nations after World War 2 and the UK's power of Security Council veto. Responses may include reference to the permanent UK representative to the United Nations expressing the UK's diplomatic voice. The UK's role includes assisting in maintaining peace-keeping forces and providing aid.

G8

Responses may make reference to G8 comprising eight countries from the world's largest economies, including the UK. The role of the UK is to participate in summit meetings of the organisation represented by each country's head of state or Prime Minister, and for appropriate ministers, such as environment, foreign and finance ministers, to attend meetings throughout the year and represent the UK's interests.

IMF:

Students may refer to the UK's representatives to the International Monetary Fund, namely the Chancellor of the Exchequer and the Secretary of State for International Development, and the fact that the UK is the fourth largest shareholder in both the IMF and World Bank. The governors of the IMF delegate the day-to-day running to executive directors. The UK provides an executive director to Washington where the IMF is administered and the executive director or his advisers attend regular IMF meetings regarding world economies. The UK policies are decided in London by the Treasury, and then the UK delegation to Washington are instructed to carry them out.

Level 2 (2 marks) *Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.*

Students will show a good level of knowledge and a clear understanding of the role of the UK within an international organisation.

Level 1 (1 mark) *Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.*

Answers will have basic knowledge and understanding of the UK's role within an international organisation.

(0 marks) *No relevant response.*

AO2

Level 3 (5-6 marks) *The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.*

Answers will include specific examples of the UK's participation in an international organisation. They will comment on the significance of its role and the impact of the role both on other members of the organisation and internationally. Students may comment on the value of the role for the UK in international affairs and analyse its importance.

Level 2 (3-4 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.*

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

Level 1 (1-2 marks) *The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.*

There is little or no evidence of analysis or evaluation and any argument is implied rather than stated.

(0 marks) *No relevant response.*

AO3

Levels 2 and 3	(2 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 a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</i></p> <p>The response should show a clear structure which is logical and which uses appropriate terminology relating to the UK's role in an international organisation. In evaluation, students may draw on specific examples to illustrate their answer. Students may draw upon their own observations.</p>
Level 1	(1 mark)	<p><i>There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i></p> <p>The response makes some basic attempts to use appropriate terminology and a limited attempt at evaluation.</p>
	(0 marks)	<i>No relevant response.</i>
AO4		
Level 3	(3 marks)	<p><i>Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i></p> <p>Students will draw upon the concepts of the UK's role in an international organisation and will use examples from a range of citizenship sources. Students demonstrate an excellent ability to use material and ideas from other areas to enable a coherent answer and will construct an answer that responds to the issues raised in the question.</p>
Level 2	(2 marks)	<p><i>Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i></p> <p>There will be a more limited attempt to link to other areas of study and the response may not raise all the relevant issues.</p>
Level 1	(1 mark)	<p><i>Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i></p> <p>Responses will show a basic attempt to link to other areas.</p>
	(0 marks)	<i>No relevant response.</i>

1 2

Why should we be concerned about a lack of involvement by citizens in the political process? (25 marks)

AO1

Level 3

(4-5 marks)

Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples is used to relate and interconnect knowledge and understanding to citizenship issues.

Responses should explain the various methods of involvement in the political process, eg using their voting power, joining a pressure group, writing to the press, and taking an active role by joining a political party and becoming a local councillor. Answers could include the meaning of the term 'Big Society' as a policy which appeared in the Conservative party manifesto and is part of the Conservative-Liberal Democrat coalition agreement, and examples may be given.

Students should explain some of the reason why citizens fail to become involved in the political process, such as voter apathy, disillusion with politicians and political parties, failure to register on the electoral roll, etc.

Answers could include plans to set up a Big Society Bank and to introduce a national citizen service. The stated priorities which students could include are:

1. to give communities more power (localism and devolution)
2. to encourage people to take an active role in their community
3. to transfer power from central to local government
4. to support co-ops, mutuals, charities and social projects
5. to publish government data – open and transparent government.

Note:

1. The above are given only as examples, credit other relevant material.
2. Not all of the above are required for a Level 3 credit.

Level 2

(2-3 marks)

Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.

Answers are characterised by a good level of knowledge and understanding of methods of citizens' involvement in the political process and will include examples.

Level 1	(1 mark)	<p><i>Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.</i></p> <p>Responses will show a more basic knowledge and understanding of the issues raised and may have limited or no examples.</p>
	(0 marks)	<i>No relevant response.</i>
AO2		
Level 3	(6-8 marks)	<p><i>The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.</i></p> <p>Responses will be developed, will discuss the issues raised in AO1, and will expand on the reasons given in AO1 why citizens may not involve themselves in the political process. These may include voter apathy, lack of time or political will.</p> <p>Students may discuss problems arising from a lack of involvement by citizens in the political process such as cuts in services, unrepresentative percentages in local and national elections or in referendums.</p> <p>Students may make an argument that citizens are involved in the political process by means of voting, social networks, e-petitions and direct action such as protests and demonstrations, and that more participation could be further encouraged through education.</p> <p>Students will reach a reasoned, balanced and evaluative conclusion based on the evidence adduced in their answer.</p>
Level 2	(3-5 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. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.</i></p> <p>Students will begin to show a developed response either through in-depth analysis of a more limited range of examples, or a limited depth but with a greater range.</p>
Level 1	(1-2 marks)	<p><i>The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.</i></p> <p>Answers have a limited range of examples which show limited development and are lacking in analysis and evaluation.</p>
	(0 marks)	<i>No relevant response.</i>

AO3

Level 3 (3-4 marks) *The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate, the response indicates an outstanding ability to recognise and draw upon the student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

Answers should show a clear structure which is logical, which uses appropriate terminology and considers both sides of the argument posed by the question on the extent of participation in the political process. Students may draw upon their own observations.

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

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

Level 1 (1 mark) *There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Answers will show a more basic ability to use appropriate language and will have a more limited structure.

(0 marks) *No relevant response.*

AO4

Level 3 (6-8 marks) *Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Students will draw upon the concepts of citizens' involvement in the political process and use examples from a range of citizenship sources in order to produce a coherent and well-argued response which relates to the issues raised by the question. Responses will demonstrate an excellent ability to synthesise from different resources and construct an argument.

Level 2 (3-5 marks) *Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Answers will show an ability to link into other areas of the specification and give examples.

Level 1 (1-2 marks) *Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Answers will show a limited ability to use knowledge and ideas from other areas, such as a brief example linking to another area of the specification.

(0 marks) *No relevant response.*

ASSESSMENT OBJECTIVE GRID

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