



**General Certificate of Education  
June 2012**

**Citizenship Studies**

**CIST4**

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

***Mark Scheme***

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## GCE CITIZENSHIP STUDIES UNIT 4

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

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

## Section A Questions 01, 03 and 05 continued

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

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

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

## Section A Questions 02, 04 and 06 continued

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

**GENERIC MARK SCHEME**  
**SECTION B. Questions 07 and 09.**

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

**SECTION B questions 07 and 09 continued**

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

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

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
3	<p><b>(3 marks)</b> Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples is used to relate and interconnect knowledge and understanding to citizenship issues.</p>	<p><b>(3–4 marks)</b> The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.</p>	<p><b>(7–9 marks)</b> The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate, the response indicates an outstanding ability to recognise and draw upon the 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><b>(7–9 marks)</b> Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</p>
2	<p><b>(2 marks)</b> Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.</p>	<p><b>(2 marks)</b> The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.</p>	<p><b>(4–6 marks)</b> A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</p>	<p><b>(4–6 marks)</b> Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</p>

**SECTION B Questions 08 and 10 continued**

<b>Level</b>	<b>AO1 Knowledge and Understanding</b>	<b>AO2 Analysis and Evaluation</b>	<b>AO3 Communication and Action</b>	<b>AO4 Synthesis</b>
1	<b>(1 mark)</b> Answers are characterised by basic citizenship knowledge 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.	<b>(1 mark)</b> The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.	<b>(1–3 marks)</b> There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.	<b>(1–3 marks)</b> Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.
	<b>0 marks</b> No relevant response.	<b>0 marks</b> No relevant response.	<b>0 marks</b> No relevant response.	<b>0 marks</b> No relevant response.

The following indicative content is to be used in conjunction with the Generic Mark Bands. In addition to the indicative content detailed here, all relevant responses will be given credit.

## SECTION A

<b>0</b>	<b>1</b>	Examine the effectiveness of any <b>two</b> mechanisms that are available to international bodies in attempting to resolve issues involving conflict.	<i>(15 marks)</i>
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### **AO1 (4 marks) Knowledge and Understanding**

**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 are used to relate and interconnect knowledge and understanding to citizenship issues.*

The answer should show a clear understanding of two mechanisms, which could include military intervention, mediation, sanctions, boycotts, targeted aid or financial or other support. International bodies could include the UN, NATO, EU, African Union, Arab League, etc. An answer which shows understanding of mechanisms can still be in this level, even without naming a specific body. Appropriate case studies (such as Libya, Congo, Ivory Coast, Iran, North Korea, etc) may be used to demonstrate knowledge and understanding of mechanisms of intervention.

**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.*

Answers will show some understanding of two or a clear understanding of one suitable mechanism. More than just identification needed.

**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.*

Limited knowledge of one or just identification of two mechanisms. More than just identification of one mechanism needed.

**(0 marks)** *No relevant response*

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

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.*

One or more case studies of intervention are analysed in some detail to enable a conclusion to be reached regarding the effectiveness of the two methods selected. Conclusions may be provisional and specific to the case study(ies) used.

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 show some analysis of case study material or a rather generic evaluation of the effectiveness of the two methods selected. Answers could be partial in that there could be a more in-depth evaluation of one method or a less detailed evaluation of both.

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 analysis of effectiveness: any analysis may be implied within the description of the case study rather than stated explicitly, or generic evaluation.

(0 marks) *No relevant response*

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

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.*

Terminology and/or material are used appropriately to structure an argument regarding effectiveness.

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 basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i></p> <p>Basic attempt to construct an argument, limited use of terminology.</p>
	(0 marks)	<i>No relevant response</i>
<b>AO4</b>	<b>(3 marks)</b>	<b>Synthesis</b>
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 make effective use of appropriate examples and case studies in supporting the argument presented. There may also be links made to other areas of study such as world trade and the global village (Unit 3) or active citizenship (Unit 2). A range of viewpoints such as the suggestion that interventions could be motivated by factors other than conflict resolution should be credited, as would any attempt to critically examine the use of the term effectiveness (eg effective for whom?).</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 some evidence of synthesis, either from case studies or other areas of the subject.</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>There will be appropriate reference to a case study or a basic attempt to link to other areas of study.</p>
	(0 marks)	<i>No relevant response</i>

<b>0 2</b>	‘The understanding of human rights has changed over time and differs across cultures. This undermines the concept of universal human rights.’	
	Critically assess this view.	(25 marks)

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

**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 should illustrate students’ knowledge of various ways in which views on human rights have changed over time, especially since 1945, (eg gender, sexuality, age, mental illness) and some understanding of different interpretations of human rights in different parts of the world. References to specific rights should demonstrate a depth of understanding regarding the concept of universality when applied to human rights (eg the right to life in contrast to freedom of expression). Appropriate examples/case studies could be used to demonstrate knowledge and understanding of changes over time and differences across cultures. Understanding of universality may be implicit in the use of these.

**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.*

Some knowledge of how views on human rights have changed over time or differ across cultures is expected but answers may be partial. The concept of universality of human rights may not be explicitly addressed.

**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 show a more limited knowledge of one aspect of the question. Understanding of the concept of universality may be missing completely.

**(0 marks)** *No relevant response*

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

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 view taken in the statement will be clearly assessed and some form of conclusion will be reached but it does not have to come down on one side or other of the debate. Case studies and/or examples should be used to support or illustrate the argument(s) presented. An effective evaluation is expected of the argument that cultural and historical relativity brings into question the concept of universal human rights.

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 partially assess the view in the statement, and some appreciation of the debate regarding relativity/universality as applied to human rights is expected. Analysis of case studies will be more superficial and evaluation may be more implicit.

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 analysis and will be unlikely to provide a reasoned conclusion.

(0 marks) *No relevant response*

**AO3 (4 marks) Communication and Action**

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.*

The argument should be well structured, evidence-based and should make effective use of appropriate terminology. Relevant reflection on the student's own experiences of campaigning could be credited here (eg Amnesty International).

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.*

Terminology and/or materials are used appropriately to structure an argument relevant to the statement.

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 basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Basic attempt to construct an argument, limited use of terminology.

(0 marks) *No relevant response*

**AO4 (8 marks) Synthesis**

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 case studies of human rights abuse and/or other material to illustrate the debate. Concepts and/or knowledge from other areas of the specification can be credited if used appropriately (eg Human Rights Abuse, natural justice, globalisation, ethnocentrism, cultural imperialism). Understanding of the wider context of cultural relativism can also be credited here.

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 use case studies to illustrate points made but these may not be used effectively to support an argument. Material may be over-descriptive and links/concepts not clearly explained.

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 effectively. Case study material may lack relevance.

(0 marks) *No relevant response*

OR

**0 3** With reference to a recent case study, critically examine how citizens attempt to bring about change in relation to human rights. (15 marks)

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

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 are used to relate and interconnect knowledge and understanding to citizenship issues.*

Answers should show a good understanding of the ways in which individual citizens and/or groups of citizens (including pressure groups) can bring about change in relation to a specific case study. 'Recent' can normally be defined as post-1945 and the case study can be a relatively local campaign but the human rights issue must be explicit. Some detailed knowledge of the case study should be expected.

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.*

Some understanding of the role of citizens or groups in relation to a case study. Answers may be partial in that knowledge of how citizens or groups bring about change may not relate to a specific case study or quantities of detail may be provided about the case with little reference to the role of citizens or groups.

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.*

A limited understanding of the role of citizens or groups in bringing about change, which may not be linked with a case study. The human rights issues involved may not be apparent.

(0 marks) *No relevant response*

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

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 should critically analyse the role of the citizens' or groups' relation to the case chosen, and evaluate their effectiveness. Suggestions may be provided on how they could have been more effective.

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.*

Some analysis of role of citizens/groups which is relevant to the human rights issue chosen.

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.*

Limited analysis of citizens' role. Relation to human rights issue may not be clear.

(0 marks) *No relevant response*

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

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.*

Terminology and/or material are used appropriately to structure an argument. Any relevant reflection on experience of taking part in campaigns can be credited.

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 basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i>
		Basic attempt to construct an answer, limited use of terminology.
	(0 marks)	<i>No relevant response</i>
<b>AO4</b>	<b>(3 marks)</b>	<b>Synthesis</b>
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 could bring in knowledge of the Human Rights Act, the UDHR and ECHR from CIST1 and/or campaign methods and pressure groups from CIST2. Additionally, credit can be given for reference to relevant Active Citizenship work completed for CIST2.
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 some attempt to link to other areas of study and/or participation.
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>
		There will be only basic attempts to link to other areas or the relevance of the material used is not clear.
	(0 marks)	<i>No relevant response</i>

**AND**

**0 4** With reference to **one** case study of an international conflict, critically assess the claim that the use of force by international bodies does not usually succeed in fully resolving the conflict. (25 marks)

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

**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 should demonstrate a detailed knowledge of the use of force by one or more international bodies as a method of conflict resolution. Answers would also be expected to show a depth of knowledge of at least one international conflict and a good grasp of the global consequences arising from the use of force in this way. Students are likely to use conflicts such as those in Afghanistan, Congo or Palestine to discuss the consequences (actual or potential) of military intervention by international bodies such as NATO, the UN, African Union or any coalition of nations. Global consequences could involve exporting conflict to neighbouring countries (such as Pakistan) or international terrorist activities (such as the London bombings in the UK). However, any post-1945 conflicts and contexts could be used.

**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 could show detailed knowledge of a conflict without an appreciation of international context (or vice versa). Generic answers which do not use knowledge of case study(ies) are limited to this level.

**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 some knowledge of the use of force in conflict resolution.

**(0 marks)** *No relevant response*

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

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.*

There should be a clear evaluation of the claim made in the question which should lead to a conclusion, ideally qualified by the limited nature of the evidence used. Analysis of one or more case studies of military intervention by international bodies could be used to argue that escalation or exporting conflict elsewhere is or is not inevitable.

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 provide some analysis of case study material which may not be used to evaluate the claim made. Alternatively, answers may include generic evaluation without use of case study material.

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 may show limited analysis of a case study and/or may not attempt to assess the claim.

(0 marks) *No relevant response*

**AO3 (4 marks) Communication and Action**

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 and which uses appropriate terminology and case studies to construct an answer which addresses the statement in the question. Any relevant reflection on experience can be credited.

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.*

Terminology and/or materials are used appropriately to structure an argument relevant to the claim.

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 basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Basic attempt to construct an argument, limited use of terminology.

(0 marks) *No relevant response*

**AO4 (8 marks) Synthesis**

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 one or more case studies of conflict effectively. Relevant concepts and examples from other areas of the specification and beyond can also be credited, including globalisation, Islamic fundamentalism, global economics and resources (eg oil), international media and the use of the internet, active citizenship and the role of protest movements. Alternative arguments that deconstruct the terms in the question or the concept of conflict resolution can be credited here.

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 use case studies to illustrate points made but these may not explicitly address the claim. Material may be overly descriptive and links/concepts not clearly explained.

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 effectively. Case study material may lack relevance.

(0 marks) *No relevant response*

OR

**0 5** Examine the effectiveness of international bodies in prosecuting the perpetrators of war crimes. **(15 marks)**

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

**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 are used to relate and interconnect knowledge and understanding to citizenship issues.*

The response indicates a clear understanding of the role of the International Criminal Court or the International Criminal Tribunals in prosecuting the perpetrators of war crimes. Other international bodies could be used (eg UNHRC) provided that the focus is on war crimes specifically and the body represents more than one nation state (the trial of Saddam Hussein, for example, would not be appropriate).

**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 show some understanding of the role of an appropriate international body in prosecuting the perpetrators of war crimes.

**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 knowledge of the role of international bodies.

**(0 marks)** *No relevant response*

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

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.*

The response should focus on assessing the effectiveness of the international body concerned. Students may argue that the structure and/or terms of reference of the organisation inhibit effective prosecution. Students may develop a critique of cultural and/or victor bias. Students may comment on an apparent reluctance to prosecute powerful nations. Stronger answers may include a discussion of what is meant by ‘effective’ in this context and/or the definition of war crimes.

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.*

Responses will show some evaluation of effectiveness and may touch upon some of the points found above, but analysis will be more superficial.

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.*

Responses will show some basic evaluation of effectiveness, which may be implicit in descriptive material.

(0 marks) *No relevant response*

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

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.*

Terminology and/or material is used appropriately to structure a critical examination of the effectiveness of an international body.

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 basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i></p> <p>Basic attempt to construct an answer, limited use of terminology.</p>
	(0 marks)	<i>No relevant response</i>
<b>AO4</b>	<b>(3 marks)</b>	<b>Synthesis</b>
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 use case studies of the prosecution of war crimes by international bodies appropriately to support an argument or illustrate discussion. Historical material (eg WW2) or examples of other types of abuse (eg genocide) could be credited if used as comparative material. Material from other areas of the specification and beyond can be credited if relevant (eg international law, conflict resolution, human rights, pressure groups).</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 should be some use of case studies or links to other areas/themes but these may be rather tangential to the question (eg details of alleged abuses).</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>There will be limited use of case studies or links with little or no development or explicit link to the question set.</p>
	(0 marks)	<i>No relevant response</i>

**0 6** What do you consider to be one of the key environmental or trade issues facing the world today? Justify your answer. (25 marks)

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

**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 should illustrate detailed knowledge of one key trade or environmental issue and a good understanding of the way in which these issues are interrelated and connected to global economic and political factors. Issues can include those given as examples in the specification (fair trade, ethical trading, land use and climate change, increased industrialisation, poverty and child labour) but any issue in which the global aspect is made explicit can be accepted.

**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 some knowledge of issue but may lack any depth of understanding of the wider politico-economic context.

**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.*

Limited knowledge of issue.

**(0 marks)** *No relevant response*

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

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.*

A reasoned analysis of case studies should lead to clear justifications for the selection of a specific issue. A strong case should be made for the issue selected. The answer may review a range of issues and compare and contrast them to reach a conclusion. It could be argued that no one issue can be selected because they are all interconnected or an underlying cause such as globalisation could be presented as the key issue. Theoretical perspectives (eg Marxism, models of globalisation) could also be used to support an argument.

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.*

The analysis will be more superficial and the justifications may be lacking in appreciation of the global context. Alternatively, a rather theoretical argument may be presented with more emphasis on opinion than on the case study.

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.*

At this level, there is a limited attempt at justification.

(0 marks) *No relevant response*

**AO3 (4 marks) Communication and Action**

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 uses appropriate terminology to justify the issue selected, based on the evidence presented. References to the student's own participation may be credited if relevant (eg involvement in a campaign regarding issue chosen).

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.*

Terminology and/or case study is used appropriately to structure an argument.

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 basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Basic attempt to construct an argument, limited use of terminology.

(0 marks) *No relevant response*

<b>AO4</b>	<b>(8 marks)</b>	<b>Synthesis</b>
Level 3	(6-8 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 use overarching citizenship themes (eg universal human rights, active citizenship) and/or a range of relevant case studies and examples from other areas of the specification to produce a coherent and well-argued response. Material from the student’s research into campaigning organisations for Section B (eg Transition Towns) could be credited.</p>
Level 2	(3-5 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>Answers will show some ability to link key issues with case studies and/or citizenship themes.</p>
Level 1	(1-2 marks)	<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>A limited ability to use case studies and ideas from other areas.</p>
	(0 marks)	<i>No relevant response</i>

## Section B

### EITHER

<b>0</b>	<b>7</b>	Examine the appropriateness of the 'Transition Model' to your own community and assess its likely effectiveness.	<i>(15 marks)</i>
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**Note** The level of response will be determined by evidence of knowledge and understanding gained from research carried out, and how this is linked to knowledge of other areas.

#### **AO1 (2 marks) Knowledge and Understanding**

Level 3 and 2 (2 marks) *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 clearly indicate knowledge and understanding of the 'Transition Model'. This should normally go beyond the source.

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 understanding of the 'Transition Model', mainly source-based.

(0 marks) *No relevant response*

#### **AO2 (2 marks) Analysis and Evaluation**

Level 3 and 2 (2 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.*

Students will evaluate the appropriateness of the 'Transition Model' in relation to their own community.

Level 1 (1 mark) *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.*

Responses will have some limited analysis of the 'Transition Model'.

(0 marks) *No relevant response*

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

Level 3 (4-5 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.*

The answer should show a clear structure which uses appropriate terminology and researched material to reach a clear conclusion regarding the appropriateness of the 'Transition Model' for the student's community. References to the student's own participation in any type of community activity can be credited if used effectively.

Level 2 (2-3 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates 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.*

Terminology and/or research (including reflection on own experience) is used appropriately to structure an argument of relevance to the question.

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 basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Basic attempt to construct an argument, which may be tangential to the question. Limited use of citizenship terminology.

(0 marks) *No relevant response*

**AO4 (6 marks) Synthesis**

Level 3 (5-6 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.*

Responses should refer to overarching citizenship themes such as local democracy, community cohesion, rights and responsibilities and active citizenship in the construction of their argument. Students are expected to draw both upon their research undertaken into the ‘Transition Town’ movement and their knowledge of their own community.

Level 2 (3-4 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 show some ability to draw upon their research and/or their grasp of synoptic themes in constructing an answer.

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 research or ideas from other areas.

(0 marks) *No relevant response*

<b>0 8</b>	Critically assess the claim that community-based initiatives such as the ‘Transition Movement’ are more likely to be successful than governments in combating the effects of climate change.	<i>(25 marks)</i>
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**Note** The level of response will be determined by evidence of knowledge and understanding gained from research carried out, and how this is linked to knowledge of other areas.

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

Level 3 (3 marks) *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.*

As well as their knowledge of the ‘Transition Movement’, students could draw on their knowledge of other community-based initiatives. An understanding of the role of governments and intergovernmental organisations (eg UN, EU) in attempting to address the issue of climate change is also expected, although it may be implicit in the examples or case studies used.

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 show some evidence of knowledge of the ‘Transition Movement’ and/or other relevant material. This should normally go beyond the source.

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 show only basic evidence of relevant knowledge, mainly source-based.

(0 marks) *No relevant response*

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

Level 3 (3-4 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.*

Consideration should be given to assessing the claim that community-based initiatives are more likely to be successful than governments in combating the effects of climate change. Students may agree, disagree or take an alternative position. It is worth noting that the ‘Transition Movement’ does not make this claim, but does argue that the bottom-up structural changes in communities envisaged in the transition process would make the type of action required by governments more likely to be successful.

A critical analysis of the impact of the ‘Transition Movement’ is expected to enable an evaluation of the likely successes of community-based initiatives. However, alternative evidence may also be presented to reach a reasoned conclusion.

Level 2 (2 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.*

Responses will make some attempt to analyse the impact of community-based initiatives such as the ‘Transition Movement’.

Level 1 (1 mark) *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 analysis for example by describing the ‘Transition Movement’ rather than explicitly evaluating it.

(0 marks) *No relevant response*

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

**Level 3 (7-9 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 clearly articulates the approach of the ‘Transition Movement’. References to the student’s own participation in any type of community-based initiative can be credited if relevant. Evidence from research into the movement and/or climate change should be used to support a coherent argument with a clear conclusion.

**Level 2 (4-6 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.*

Terminology and research (including reflection on own experience) are used appropriately to structure an argument of relevance to the question.

**Level 1 (1-3 marks)** *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 basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

An attempt is made to construct an evidence-based argument, which may be tangential to the question. Own experience may be used but it may not be made relevant. Limited use of citizenship terminology.

**(0 marks)** *No relevant response*

**AO4 (9 marks) Synthesis**

Level 3 (7-9 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.*

Consideration should be given to the international nature of the ‘Transition Movement’ and its potential to bring about change at a global level. Comparative references to other organisations (pressure groups, NGOs and governmental and inter-governmental bodies) involved in meeting the challenges of climate change and/or peak oil could be credited. Answers may also consider other types of campaigns and draw on work on active citizenship from CIST 2. Material on global economics and the unequal distribution of power and wealth; international law and other A2 topics may also be credited if used effectively.

Level 2 (4-6 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 some ability to synthesise material from research into the ‘Transition Movement’ and other sources. Material should be relevant to the question but it may not be used effectively.

Level 1 (1-3 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.*

Students may make limited reference to the ‘Transition Movement’ and/or other sources. Material may lack relevance.

(0 marks) *No relevant response*

OR

**0 9** Critically consider the extent to which customers are influenced by ethical issues when it comes to choosing a bank. (15 marks)

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

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

Level 3 and 2 (2 marks) *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 clearly indicate knowledge of the Co-operative Bank's ethical policies and the way in which these feature in the bank's marketing.

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 understanding of the bank's ethical position and may not go beyond the source.

(0 marks) *No relevant response*

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

Level 3 and 2 (2 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.*

Students will evaluate the extent to which potential customers are likely to be influenced by ethical issues. Some analysis of the student's experience in this area and/or research is expected.

Level 1 (1 mark) *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.*

Responses will have some limited analysis of factors which influence customers in selecting a bank.

(0 marks) *No relevant response*

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

Level 3 (4-5 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.*

The answer should show a clear structure which uses appropriate terminology and researched material to reach a clear conclusion regarding the extent to which potential customers are likely to be influenced by a bank's ethical policies. Evidence regarding the appeal of the Co-operative Bank's ethical stance would be expected but a coherent argument could be constructed using more generic or comparative material. References to the student's own experiences of choosing a bank or their research into that of others can be credited if used effectively.

Level 2 (2-3 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates 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.*

Terminology and/or research (including reflection on own experience/research) is used appropriately to structure an argument which addresses the question.

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 basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Basic attempt to construct an argument, which may be tangential to the question.

(0 marks) *No relevant response*

**AO4 (6 marks) Synthesis**

Level 3 (5-6 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.*

Responses should refer to overarching citizenship themes such as ethical trading, consumer choice, sustainability and active citizenship in the construction of their argument. Students are expected to draw both upon their research undertaken into customers' reasons for choosing banks and their knowledge of the relevant policies and of the Co-operative Bank.

Level 2 (3-4 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 some ability to draw upon their research and/or their grasp of synoptic themes in constructing an answer.

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 basic ability to use research or ideas from other areas.

(0 marks) *No relevant response*

**AND**

<b>1</b>	<b>0</b>	The Co-operative Bank describes itself as “Good with Money”. Critically assess the extent to which this statement is appropriate when it comes to the principles and practices of the Co-operative Bank.	<i>(25 marks)</i>
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**Note** The level of response will be determined by evidence of knowledge and understanding gained from research carried out, and how this is linked to knowledge of other areas.

AO1	<i>(3 marks)</i>	<b>Knowledge and Understanding</b>	
Level 3	<i>(3 marks)</i>	<i>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.</i>	
		Students should demonstrate detailed knowledge of the relevant policies, principles and practices of the Co-operative Bank. They may also be able to draw on their understanding of the ethical principles and aims of the co-operative movement as a whole.	
Level 2	<i>(2 marks)</i>	<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>	
		Responses will show some knowledge of policies, etc, of the Bank and/or aims of the wider movement. This should normally go beyond the source.	
Level 1	<i>(1 mark)</i>	<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>	
		Answers will show some limited knowledge, which may be mainly source-based.	
	<i>(0 marks)</i>	<i>No relevant response</i>	

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

Level 3 (3-4 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.*

Consideration should be given to critically assessing the claim that the Co-operative Bank is “good with money”. Students are expected to explain the full meaning of this statement in this context. They may take any position on the extent to which the statement is appropriate, provided that they are able to provide support from their analysis of the evidence which they have researched. The strongest answers will engage critically with the concept of ethical banking and students may suggest that market forces make it impossible for any bank to follow an entirely ethical policy.

Level 2 (2 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.*

Responses will analyse the extent to which the Co-operative Bank follows ethical principles. Evaluative material may be implicit in examples provided and/or the discussion may not be developed to enable an evidence-based assessment to be reached.

Level 1 (1 mark) *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 analysis with an over-reliance on descriptive materials. Students who only focus on economic factors without an ethical dimension are limited to this level.

(0 marks) *No relevant response*

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

Level 3 (7-9 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.*

The answer should be well structured and use appropriate terminology to reach an evidence-based conclusion which clearly addresses the question. Reflections on the student's own participation in any type of campaign (eg Fair Trade) or their own experiences of co-operative businesses or organisations can be credited if relevant. The effective use of research into the Co-operative Bank's financial practices to construct an argument is expected at this level.

Level 2 (4-6 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.*

Terminology and research (including reflection on own experience/research) are used appropriately to structure a relevant argument.

Level 1 (1-3 marks) *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 basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

An attempt is made to construct an argument, but this may not adequately address the question set. Own experience may be referred to but the relevance may not be made clear. Limited use of citizenship terminology.

(0 marks) *No relevant response*

**AO4 (9 marks) Synthesis**

Level 3 (7-9 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.*

Some criteria for ethical trading should be established with reference to concepts studied in other parts of the specification (ethical trade, globalisation, sustainability, etc). The use of examples and/or case studies of ethical and/or unethical practice can be credited. These should be selected with clear and explicit relevance to the question. Comparative references to other banks and businesses could be included, as could material on global economics and the unequal distribution of power and wealth globally.

Level 2 (4-6 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 some ability to synthesise material from research into the Co-operative Bank, ethical trading and other sources. Material should be relevant to the question but it may not be used effectively.

Level 1 (1-3 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.*

Students may make limited reference to ethical criteria and/or other sources. Material may lack relevance.

(0 marks) *No relevant response*

**ASSESSMENT OBJECTIVE GRID**

<b>A2 Assessment Objective</b>	<b>Section A</b>			<b>Section B</b>	<b>Total Marks by Assessment Objective</b>
	<b>Marks allocated by Assessment Objective Questions 01, 03 and 05</b>	<b>Marks allocated by Assessment Objective Questions 02, 04 and 06</b>	<b>Marks allocated by Assessment Objective Questions 07 and 09</b>	<b>Marks allocated by Assessment Objective Questions 08 and 10</b>	
<b>AO1</b>	4	5	2	3	14
<b>AO2</b>	6	8	2	4	20
<b>AO3</b>	2	4	5	9	20
<b>AO4</b>	3	8	6	9	26
<b>Total</b>	<b>15</b>	<b>25</b>	<b>15</b>	<b>25</b>	<b>80</b>