

A-LEVEL CITIZENSHIP STUDIES

CIST2/Democracy, Active Citizenship and Participation
Mark scheme

2100
June 2014

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

Assessment Objectives		
AO1	Knowledge and Understanding	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of specific citizenship issues (problems, events, concepts, ideas, processes and opinions). • Relate subject knowledge and understanding to citizenship issues using a range of real and topical examples
AO2	Analysis and Evaluation	<ul style="list-style-type: none"> • Analyse issues, problems and events in relation to the citizenship concepts and topics studied. • Evaluate information, views, opinions, ideas and arguments and assess their validity.
AO3	Communication and Action	<ul style="list-style-type: none"> • Select, organise and present relevant information and arguments clearly and logically, using specialist terminology. • Construct and advocate reasoned, coherent arguments with conclusions, drawing on evidence of a candidates own participation and actions within the study of citizenship.

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

Section A – Making a Difference

0 | 1 Briefly outline **two** methods, other than those mentioned in the passage, that the protesters could have used to promote their cause. **[5 marks]**

AO1

Level 3 (4-5 marks) *Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories.
A range of examples is used to relate knowledge and understanding to citizenship issues.*

The response will identify and outline two other suitable methods not identified in the source material. Examples may include lobbying, e-petitions, boycotts, leafleting, publicity stunts, internet campaigning, petitions or a strike as distinct from a general strike. Do NOT accept the following, which are included in the source: general strike, banners, whistling and balloons, marching or rallies, listening to speakers.

- Level 2 (2-3 marks) *Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories.
Examples are used to relate knowledge and understanding to citizenship issues.*
- The response will identify one or two other methods and offer a brief outline of information to support the choice made for one of the methods chosen. The outline supporting the second choice will be limited.
- Level 1 (1 mark) *Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories.
Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*
- Basic identification of one or two other methods that could have been used. Very limited or no elaboration.
- (0 marks) *No relevant response*

0 2 Briefly examine **three** key factors that can influence the success of a pressure group campaign. **[10 marks]**

AO1

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

The response will indicate an understanding of the main factors that influence the success of a pressure group campaign. Whilst the response does not ask for examples, stronger responses will usually use case studies to support the points being made.

Three key factors will be identified. Examples may include the following: membership (size and composition), funding, support for the cause, nature of the cause, media support, methods used, expertise available to the group, celebrity endorsement, status of the group (insider or outsider) and the political/social climate at the time of the campaign.

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

Answers show some understanding of two key factors and will identify and develop at least one.

Level 1 (1 mark) *Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*

Answers show limited understanding of any key factors and no development.

(0 marks) *No relevant response.*

AO2

Level 3 (3 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*

The response indicates clear understanding of a range of key factors relating to pressure group success. The points made may relate to recent case studies. Differing case studies may be used to indicate that different factors can play a more or less important role in the success of a pressure group. Several of the key factors

		will contain clear evidence for their inclusion. The response will contain evidence of analysis and evaluation of the issues.
Level 2	(2 marks)	<p><i>The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</i></p> <p>The response will indicate some understanding of at least one key factor and contain supporting evidence for its inclusion. The response may also identify other factors, which are not developed into a coherent argument.</p>
Level 1	(1 mark)	<p><i>The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.</i></p> <p>Limited attempt to identify key factors or to make a developed case for their inclusion.</p>
	(0 marks)	<i>No relevant response.</i>
AO3		
Level 3	(3 marks)	<p><i>A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.</i></p> <p>Students may refer to their own studies or involvement locally or nationally.</p> <p>NOTE This is not an additional requirement to award AO3 marks but indicates that some students may be able to call upon personal experiences.</p>
Level 2	(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 an ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</i></p> <p>Students may make some attempt to relate to their own experiences.</p>

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

EITHER

0 3 A citizen in the UK must normally be at least 18 years old in order to vote or stand for public office. Some people and groups have proposed that the age requirement should be lowered to 16 years.

Make a case for **or** against this proposal.

[15 marks]

AO1

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

The response will offer a clear account of how the electoral franchise currently operates. The voting age is 18, having been reduced from 21 in 1969. You have to be at least 18 years old to stand for election to public office. The response may make mention of the proposal to allow 16-and 17-year olds to vote in the referendum to be held in Scotland in 2014. Answers may outline other rights of young people at differing ages.

Level 2 (3-4 marks) *Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.*

The response will outline some aspects of the rights of young people and may correctly mention the current requirements in regard to voting or standing for election.

Level 1 (1-2 marks) *Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*

Answers show limited knowledge of the right to vote or stand for election in the UK.

(0 marks) *No relevant response.*

AO2

Level 3 (4-5 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*

A clear case will be made either for or against the proposition that 16-year-olds should be able to vote and stand for election. Each

point made will be supported by evidence and analysis. Points made in favour of a change may include that 16-year-olds are fully involved in society and are better educated than previous generations; many decisions made by politicians impact upon 16-year-olds so they should have a say; young people often become interested in politics through pressure groups and campaigns; many other legal rights are granted at or by the age of 16.

Points made against may include lack of maturity amongst most 16-year-olds; too busy thinking about their GCSEs; many would not bother to vote if they could; most 16-year-olds do not see this as an issue. If they stood for election, they have no real experience, have never worked and may lack support from the parties and/or voters.

A clear conclusion will be made based upon the evidence presented. If the response clearly attempts to make a case both for and against the proposition, rather than making counter-points in an argument, marks at the lower end of Level 3/top of Level 2 must be awarded.

Level 2 (2-3 marks) *The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*

There will be some attempt to reach conclusions based upon the evidence presented. The basis for any conclusions may not be well developed and may not indicate analytical insight. The answer makes a case either for or against the proposition. If a case is made for both sides and no clear stand is taken, award only up to this level.

Level 1 (1 mark) *The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.*

Limited response with little or no attempt to draw sustainable conclusions based upon the evidence presented.

(0 marks) *No relevant response.*

AO3

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

Students may relate this response to their own experiences or those of people known to them, or write about their local community.

NOTE They are not required to demonstrate this in order to gain the marks indicated in the generic descriptor, but if such evidence is provided, it should be rewarded.

Level 2 (2 marks)

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

There may be some attempt to relate the response to the local community or the experiences of the student.

Level 1 (1 mark)

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

Limited references to the student's own experiences or that of their local community.

(0 marks)

No relevant response.

OR

0 4 Critically examine the case made by those who wish the UK to withdraw from the European Union. **[15 marks]**

AO1

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

The response will clearly identify a range of points regarding the case made by those who wish the UK to withdraw from the EU and the general areas of their concerns. In recent years, the main arguments put forward have tended to come from the right of the political spectrum: many are associated with the Conservative Party, which has a strong Eurosceptic element and a smaller group who are more Europhobic. Other groups like UKIP have based their rationale on the need for UK withdrawal. There are also those associated with the left of the political spectrum, eg Socialist Workers Party, who have reservations about the nature of the European Union. Each of these groups raises points relating to social policy, economic policy and political sovereignty. At this level, both groups and issues will be identified. Whilst some knowledge is required on the history of the relationship of the UK to the EU, evidence should relate mainly to contemporary events.

Level 2 (3-4 marks) *Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.*

The response will clearly indicate some knowledge of the type of people and or issues opposed to UK membership of the EU and the points they make. The account may be unbalanced and contain numerous historical references.

Level 1 (1-2 marks) *Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*

A few valid points about the relationship of the UK to the EU.

(0 marks) *No relevant response.*

AO2

Level 3 (4-5 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*

The response indicates a clear understanding of the key issues regarding UK membership of the EU. Whilst many points may have a historical perspective, a range of points should be based upon contemporary events and issues. The case may be made by discussing broad concepts and using case studies in support. Points may include the issue of political sovereignty; each new Treaty has seen a transfer of power from the member state to institutions of the EU such as the Parliament; economic policy concerns relate to the direct cost of membership as well as the cost to business of implementing EU policies, the role of the Euro as an EU currency and the UK position of not being in the Eurozone but being caught up in its problems. Other points may relate to the following, which is not an exhaustive list:

- legal issues relating to the supremacy of the EU laws and regulations over domestic law when the two conflict
- the way in which the EU spends its income, much of which appears wasteful
- social issues relating to the implementation of the Social Chapter in the UK, which has had an impact on many aspects of domestic life
- the overarching concept that the EU is a state in all but name to the detriment of member states.

A detailed range of points will be made at this level.

NOTE Responses that discuss issues relating to Human Rights and the role of the ECHR or the HRA 1998 should not be credited, as these relate to the European Convention on Human Rights. The ECHR is not a part of the EU.

The evidence presented will lead to a clear conclusion.

Level 2 (2-3 marks) *The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*

A clear case is made but contains a limited number and range of valid points regarding the UK leaving the EU.

Level 1 (1 mark) *The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.*

Limited analysis of the issues involved in regard to the UK leaving the EU. The response may be unbalanced.

(0 marks) *No relevant response.*

AO3

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

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

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

(0 marks) *No relevant response*

Section B – Active Citizenship

0 5 Briefly explain how an active citizenship task that you have undertaken relates to a key citizenship concept. **[5 marks]**

AO3

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

The response will clearly relate to the student's own participation in an Active Citizenship Task. The nature of the task will be outlined and the key citizenship concept will be explained. Examples may include issues relating to fairness, justice, democracy, volunteering, raising awareness of a citizenship issue, encouraging others to participate/understand how to make a difference. Only one developed response is required. The concept has to relate to citizenship rather than being generic social or work skills.

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

Some attempt to outline an Active Citizenship Task and how it related to an identified key citizenship theme/concept.

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

A limited attempt to discuss an Active Citizenship Task.

(0 marks) *No relevant response*

0 6 Consider **three** citizenship tasks that you have undertaken. For **each** task, with which people in positions of power, authority or influence did you need to engage? What methods did you use to gain their support or assistance? **[15 marks]**

AO2

Level 3 (3 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*

The response clearly relates to tasks the student has undertaken. It outlines three tasks which clearly required the student to engage with those in positions of power or influence in order to undertake the task. The roles of those with whom the student engaged will be outlined.

NOTE If the tasks did not require engagement with people in positions of power, marks can be awarded if a clear rationale is given.

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

The response will identify some tasks with which the student was involved and briefly outline people involved in the tasks who may have exercised power or influence.

Level 1 (1 mark) *The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.*

The response relates to a citizenship task with which the student was involved in general terms.

(0 marks) *No relevant response.*

AO3

Level 3 (9-12 marks) *A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

Good rationale shown for the selection of the tasks. The account clearly identifies how each task was an effective citizenship task. The types of method used to persuade those in power or influence will be clearly explained. The response will give reasons why and

how each was approached and the outcome and impact of the engagement.

The students will explain their own role clearly within each task. Clear conclusions will be reached.

Level 2 (5-8 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.*

The response will offer an account in regard to the people who were in positions of power or influence regarding two or three citizenship tasks. Students will make points about how they were approached and attempt to offer a rationale. There will be some attempt to reach conclusions. The account may only relate to two people and/or two tasks, or three with limited analysis.

Level 1 (1-4 marks) *There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Answers will make little or no attempt to explain why individuals were approached or the methods used, with a very limited attempt to draw any conclusions.

(0 marks) *No relevant response.*

0 7

Why are some school councils more effective than others in achieving student participation and involvement? **[15 marks]**

AO2

Level 3 (3 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*

The response indicates a clear understanding of the workings and composition of school councils. The answer may make reference to the student's own involvement with or knowledge of the council at their school or college.

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

citizenship concepts and topics studied.

The response relates to a reasonable knowledge of the workings and operation of school/college councils. The response may make reference to case studies and/or the source material.

Level 1 (1 mark)

The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.

A limited number of general points will be made regarding school councils and the answer will rely mainly upon the source material.

(0 marks)

No relevant response.

AO3

Level 3 (9-12 marks)

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

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

The response will present a case that gives equal emphasis to both elements of the question – participation and involvement. The case may be built upon real life case studies or scenarios designed by the student. The response should contain reference to how council members are selected or elected, the powers of a council and its ability to bring about change. In regard to student involvement, points may be raised about how information is disseminated. Answers may discuss the openness of meetings and the ability of non-members to attend or speak at meetings. They may make reference to the position of the school council in relation to the governing body. The evidence presented will be drawn together into a clear conclusion. The response may draw upon the student's own involvement or knowledge of specific councils and other bodies such as local Youth Councils sponsored by local authorities. Some stronger responses **may** refer to other bodies such as the National Youth Parliament.

Level 2 (5-8 marks)

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

The response will attempt to draw the evidence together to arrive at a conclusion. The response may relate to the student's own active citizenship participation. It may be unbalanced regarding the two elements of the question. The response may lack a clearly-defined conclusion based on the evidence provided.

Level 1 (1-4 marks) *There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Limited attempt to draw the evidence together into a clear argument. Limited attempt to draw conclusions. Limited reference to the student's own Active Citizenship work.

(0 marks) *No relevant response.*

0 8 Fewer young people join political parties than support pressure groups and single-cause initiatives.

Critically assess the reasons for this situation.

[25 marks]

AO3

Level 3 (17-25 marks)

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

A fully-developed response that assesses a range of reasons why young people associate themselves with causes and pressure groups rather than political parties. The response may involve both a range of generic conceptual points and case studies or examples of the students' own participation or lack of participation. Issues may include the nature of causes and pressure groups associating with issues that concern young people; causes have a specific issue and often clearly structured and organised campaigns; associating with a cause does not necessarily imply membership or a full commitment. In regard to political parties, parties campaign on a range of issues: their membership is mainly made up of older people, and it can be difficult to raise issues or be heard. Joining a political party implies a degree of commitment. Mention may be made of the youth wings of political parties. Political parties can often appear out of touch with the needs and aspirations of young people and by their nature cover a

broad range of political issues. Success in campaigns is often more easily measured in regard to pressure groups and causes. The response will draw together the evidence presented in a series of clear conclusions. Students may draw upon case studies from their own community or their own active citizenship participation.

Up to the mid-point of this range, the response will be well structured and will present a case and a range of evidence regarding young people's involvement in causes, pressure groups and political parties. The response will draw a number of conclusions based upon the evidence presented.

Level 2 (9-16 marks)

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

The response at this level will cover all aspects of the question but the examples included will be less well developed and the analysis will be limited. The account will tend to be more discursive than analytical and be imbalanced in regard to the two elements of the question. A limited number of case studies or scenarios will be included in the response.

Up to the mid-point of this level, the response will contain a range of examples of cause, pressure group and political party activity, but it will lack a clear coherence about young people and political participation.

Level 1 (1-8 marks)

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

The response will contain a limited range of points and will be unbalanced regarding the two elements of the question. The points made will not form a coherent argument. There will be limited analysis of the evidence presented.

Up to the mid-point of this level, the response will contain a limited number of valid points and evidence relating to the young people and their political involvement. The response will lack a clear structure and conclusion.

(0 marks)

No relevant response.

ASSESSMENT OBJECTIVE GRID

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