



A-LEVEL

Citizenship Studies

CIST1/Identity, Rights and Responsibilities

Mark scheme

2100
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Version/Stage: 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.

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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 – Identity

Immigration concerns

On the 1 January 2014, new concerns arose about immigration to the UK. Since this date, all Romanian and Bulgarian **citizens** have had the legal right to work in the UK and other European Union (EU) countries. This has led to people being worried about an increase in social tensions because of competition for jobs, growing pressure on schools, hospitals and housing, and even of crime. UK citizens also have the right to live, work or study in any of the 27 other member states of the EU. One estimate is that over two million UK citizens live in other EU countries.

0 1 What is a **citizen**? **[5 marks]**

AO1

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

Response fully covers the meaning of a citizen. A citizen is a member of a state with rights, privileges and responsibilities. It can be distinguished from a non-citizen or a subject. It can have a precise legal definition, but credit will be given to students who point out its problematic nature in relation to a good citizen or a bad citizen. Reward also given to examples of citizen rights, privileges and responsibilities like, right to vote, right to live in the country, duty to pay taxes, etc. Reward may also be given to how citizenship is achieved, e.g. through birth, naturalization, etc.

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.*

Answers will demonstrate less comprehensive understanding of what a citizen is.

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

Answers will demonstrate only basic understanding of what a citizen is.

(0 marks) *No relevant response*

0 2 Outline **three** reasons for immigration to the UK. **[10 marks]**

AO1

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

Students will be expected to show knowledge of three reasons for immigration to the UK and should ideally show knowledge of the term immigration in their answer. Reasons might include economy/wealth/jobs, asylum, way of life/culture, English language, tolerance, welfare state, health provision, friendliness of the local community, join family, European Union membership, being an 'easy touch', an 'open door' immigration policy, freedom and democracy, etc. Students must address three reasons for this level.

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

Answers demonstrate less accurate knowledge of reasons for immigration to the UK. Answers that outline only two reasons are unlikely to get out of this level.

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

Limited knowledge of reasons for immigration to the UK. Likely to address one reason for this level.

(0 marks) *No relevant response.*

AO2

Level 3	(3 marks)	<p><i>The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</i></p> <p>Answers will fully explain or outline three developed points regarding immigration to the UK. Answers may refer to push and pull factors. Answers are likely to include examples.</p>
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>Answers at this level will contain less developed points regarding immigration to the UK, but this will be more limited. Likely to give only 2 reasons.</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>Answers will contain very limited developed points regarding immigration to the UK.</p>
	(0 marks)	<p><i>No relevant response.</i></p>

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.</i></p> <p><i>Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the student's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.</i></p> <p>Reward may be given for personal experience and reflections on reasons for immigration.</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. There may be occasional errors of spelling, punctuation and grammar.</i></p>
Level 1	(1 mark)	<p><i>There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i></p>
	(0 marks)	<p><i>No relevant response</i></p>

Either**0 3**

'Poverty no longer exists in the UK.' Discuss.

[15 marks]**AO1**

Level 3

(5-6 marks)

Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.

Answers demonstrate a good depth of knowledge and understanding of poverty, relative poverty, absolute poverty, some awareness of poverty in the past and the debate about the extent of poverty. Poverty is about deprivation of such things as food, shelter, clothing, etc. as well as deprivation in a modern society. Professor Peter Townsend defines poverty as “resources are so seriously below those commanded by the average individual or family that they are, in effect, excluded from ordinary living patterns, customs and activities”. The UK government definition is those with less than sixty per cent of the median income. Associated knowledge such as the regional distribution of poverty, class, age and gender distribution of poverty, as well as the policies to reduce poverty through the welfare state will also be rewarded. Examples may be of absolute poverty or relative poverty, for example suffering malnutrition or not having a mobile phone.

Level 2

(3-4 marks)

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

Answers will contain less extensive knowledge of poverty and the poverty debate in the UK.

Level 1

(1-2 marks)

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

Responses will contain very limited knowledge of poverty and the poverty debate 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.*

Answers in this level will have a full debate on the extent of poverty in the UK, perhaps focussing on absolute and relative poverty or the changing nature of poverty. Answers may also deal with the extent to which welfare policies aim to solve problems of poverty, or the effect of cuts in government spending on people's income levels. Likewise, a discussion of the current economic climate, the 'cost of living crisis', problems of unemployment etc. will all be rewarded. The essence of the debate is: what do you mean by poverty and how has it changed?

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

Answers are likely to show less depth of analysis, be more unbalanced or not have the range of arguments.

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

Little evidence of analysis and evaluation of the extent of poverty are likely to be seen.

(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 is 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. 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.*
- (0 marks) *No relevant response.*

or

0 4 Assess the view that all UK citizens are now equal. **[15 marks]**

AO1

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

Answers demonstrate a good understanding of the term equality and equal opportunities. Knowledge of diversity in terms of class, gender, ethnicity, sexuality, disability, religion, etc. are likely to be required as well as policies and legislation aimed at creating equality, however a focus on one group in depth is a valid approach. Examples may include the Equality Act 2010, the HRA, etc. Knowledge of areas of discrimination may be shown such as gender discrimination in pay, class and life chances etc. Any answer that deals with wealth and income inequality is valid. Answers that link life chances to a debate about equality can be rewarded.

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

Answers will contain less extensive knowledge of equality in the UK.

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

Responses will contain very limited knowledge of equality 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.*

Answers will analyse and evaluate whether citizens of the UK are now equal in theory and practice. The debate may centre on such legislation as the Equality Act and the HRA which state the theoretical position that all citizens are equal and should be treated as such in UK law and society. Students may give examples of changes in social attitudes that demonstrate the increasing equality in our society in terms of rights, if not income and wealth, for example gay marriage. Students may also provide a plethora of evidence that there is still discrimination and disadvantage in our society. Students may comment on the possible shift towards equality of opportunity as a policy aim rather than equality itself. Students may also argue that there can never be equality in a society.

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

Answers are likely to show less depth of analysis, be more unbalanced or not have the range of arguments.

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

Little evidence of analysis and evaluation of the debate about equality in the UK are likely to be seen.

(0 marks) *No relevant response.*

AO3

Level 3	(3-4 marks)	<p><i>A range of relevant evidence is selected and organised which forms the basis of the arguments being presented.</i></p> <p><i>Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the student’s own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.</i></p> <p>Reward may be given for personal experience and reflections.</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. There may be occasional errors of spelling, punctuation and grammar.</i></p>
Level 1	(1 mark)	<p><i>There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive.</i></p>
	(0 marks)	<p><i>No relevant response</i></p>

Section B – Rights and Responsibilities

Man charged with murder

Today, a man was charged with the murder of his wife. He was not granted bail and was held in jail on remand. The case is too serious to be dealt with in a magistrates' court as it is an indictable offence and will therefore be heard in a Crown Court before a jury. The man's legal representative said that the man was **innocent until proven guilty** and that his rights should be respected. People have a number of rights in the criminal justice system, starting from when they are questioned by police, arrested, and put on trial.

0 5 Explain what is meant by the phrase 'innocent until proven guilty'. **[5 marks]**

AO1

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

Response that fully explains the phrase 'innocent until proven guilty' or the presumption of innocence. Students should explain that a defendant in a criminal trial is presumed not to have committed the crime of which they have been charged until there is sufficient burden of evidence that they have committed the crime beyond a reasonable doubt. All actions with regard to the defendant should be based on the presumption they have not committed a crime, and the burden is on the prosecution to 'prove' that defendant committed the crime, not for the defendant to prove that they did not commit the crime. Answers that draw attention to the problems of pre-trial publicity in the cases of celebrities will be rewarded. Examples may be given.

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.*

Answers will less fully explain the right 'innocent until proven guilty', possibly without an example.

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

Answers will demonstrate only basic understanding of 'innocent until proven guilty'.

(0 marks) *No relevant response*

0 6Outline **three** advantages of the jury system.**[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 jury system is at the heart of the English judicial system. A jury in an English court usually comprises 12 randomly selected individuals whose role is to represent the public as a whole in hearing evidence in a trial to determine whether the accused is guilty or not.

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

Answers will demonstrate less accurate knowledge of the advantages of the jury system. Two advantages likely to be outlined for a level 2 answer.

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

Answers will demonstrate limited knowledge of the advantages of the jury system. One advantage likely to be outlined for a level 1 answer.

(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.*

Answers will fully explain three advantages of the jury system. Advantages of the jury system may be broad, including; it allows members of the public to be involved in the judicial system, it prevents state oppression, juries may be hard to 'noble', it meets the requirement of citizens being judged by their peers, juries are more representative of society than the judiciary, there is a useful random element to jury selection, reflects public opinion, it requires citizens to do their duty, juries are normal people so interpretations of words and events can be by normal people rather than legally trained people, local juries can understand local issues, etc. Three advantages to be outlined for a level 3 answer. Answers are likely to include examples.

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

Answers at this level will explain advantages of the jury system, but this will be more limited.

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

Answers will contain very limited explanations of the advantages of the jury system.

(0 marks) *No relevant response.*

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.</i></p> <p><i>Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the student's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.</i></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. There may be occasional errors of spelling, punctuation and grammar.</i></p>
Level 1	(1 mark)	<p><i>There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i></p>
	(0 marks)	<p><i>No relevant response.</i></p>

Either**0 7**

The English legal profession currently comprises both barristers and solicitors. Make a case for having only **one** type of legal professional. **[15 marks]**

AO1

- Level 3 (5-6 marks) *Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.*
- Answers demonstrate a good depth of knowledge and understanding of solicitors and barristers. Answers will demonstrate differences between barristers and solicitors including training, role and possibly salary as well as similarities. Knowledge of cross-over roles e.g. solicitor advocates, and that both can become judges, etc. will also be rewarded.
- Level 2 (3-4 marks) *Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.*
- Answers will contain less extensive knowledge of legal professionals and their roles.
- Level 1 (1-2 mark) *Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*
- Responses will contain very limited knowledge of legal professionals and their roles.
- (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 one-sided answer is expected, though some analytical balancing points may be rewarded. Arguments for a single legal profession include; it could be cheaper for clients, work is not duplicated, time might be saved, talented people could make more use of their talents rather than being restricted to one profession, there is no breakdown in communication anywhere along the process, clients may feel more comfortable having to deal with just one professional, works in other countries, etc.

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

Answers are likely to show less depth of analysis and not have the range of arguments.

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

Little evidence of analysis and evaluation seen.

(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 is 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. 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*
- (0 marks) *No relevant response.*

or

0 8 To what extent do we as citizens have the right to know what information and data the state collects about us? **[15 marks]**

AO1

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

Answers will demonstrate knowledge of the right to know and its context with freedom of expression, transparency, accountability and scrutiny in a democratic society. Linked concepts that will be rewarded are privacy, state security, national security, national interest, intelligence, etc. Knowledge of the DPA and the FOIA may also be relevant here. Students who place this answer in the context of WikiLeaks or the NSA/Snowden information will also be rewarded. Awareness of the type of data being collected including content of e-mails and recording of telephone calls may be rewarded.

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

Answers will contain less extensive knowledge of the right to know and associated concepts.

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

Responses will contain very limited knowledge of the right to know and associated concepts.

(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.*

Answers will assess arguments over the balance in a democratic society of how much the citizens of a state should have a right to know about the type and volume of information which is being collected by their state in order to protect their security, particularly their own private information including communication and internet data. Arguments for the right to know are primarily based on the idea that a democratic state is the servant to its master, the citizens. That a democratic state should be transparent, open to scrutiny and those who govern or serve should be held accountable for their actions. Concerns over individual privacy are also relevant. On the other hand, national security and not helping enemies or terrorists is a key argument against the right to know in this instance.

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

Answers are likely to show less depth of analysis, be more unbalanced or not have the range of arguments.

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

Little evidence of analysis and evaluation of the right to know what information the state is collecting.

(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.*
- Level 2 (2 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation. There may be occasional errors of spelling, punctuation and grammar.*
- 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.*
- (0 marks) *No relevant response.*