



---

A-LEVEL

# Citizenship Studies

CIST3/Power and Justice

Mark scheme

---

2100  
June 2015

---

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.

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](http://aqa.org.uk)

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 – Crime, Justice and Punishment

**0 1** Examine the relationship between crime and morality. **[15 marks]**

### AO1

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

Students will clearly examine the relationship between crime and morality. This examination will be based upon secure definitions of the terms and appropriate examples. Crime may be defined as a wrong against the state resulting in punishment of the offender. Morality may be discussed in terms of how it varies depending on age, locality, upbringing, education, culture, religion and social change. Reference to the philosophical discussion of law and morality should be rewarded, e.g. Aquinas, Bentham, Rawls, Fuller.

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

Students may only partially address the demands of the question. There will be a lack of depth to the discussion and limited definitions and examples.

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

Responses will show a limited understanding of the differences between law and morality and may not include definitions or examples.

(0 marks) *No relevant response.*

**AO2**

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

Students will explicitly develop an analytical and evaluative explanation of the relationship between crime and morality as identified in AO1. They may discuss the moral aspect of most criminal offences, giving examples. This may then be contrasted with crimes which may have little or no moral connotation, eg some strict liability offences where no *mens rea* is required. Reference to the issue of ‘victimless’ crime should be rewarded.

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.*

Students will demonstrate some development in their analysis and evaluation of the relationship between crime and morality either through effective consideration of one of the concepts or less effective consideration of both concepts.

Level 1 (1-2 marks) *The response contains little or no evidence of the skills of analysis and 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.*

Students will demonstrate limited development in their analysis and evaluation of the relationship between crime and morality. Examples may well be very limited or absent.

(0 marks) *No relevant response.*

**AO3**

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

Students will produce work with a clear structure which is logical and which uses terminology relating to crime and morality, reaching a reasoned conclusion. Students may refer effectively to their own observations acquired as a result of certain citizenship participation activities such as court visits or research via the internet, etc.

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

Students will make a basic attempt to use appropriate terminology relating to crime and morality. A reasoned conclusion may be limited or absent. Student attempts to refer to their own observations, acquired as a result of certain citizenship participation activities such as court visits, will be basic.

(0 marks) *No relevant response.*

**AO4**

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

Students will draw upon the concepts of crime and morality using examples from a range of citizenship sources. The response should look to ideas from other areas to enable a coherent answer. This may include discussion of the relationship between the concepts of crime, morality and justice.

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

Students will produce work with a more limited attempt to develop their argument with links to a more limited range of citizenship sources.

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

Students will produce work with a basic attempt to develop their argument with limited links to a narrow range of citizenship sources.

(0 marks) *No relevant response.*

- |   |   |  |                   |
|---|---|--|-------------------|
| 0 | 2 | Discuss the relationship between criminal behaviour and any <b>two</b> of the following: <ul style="list-style-type: none"> <li>• social class</li> <li>• age</li> <li>• ethnicity.</li> </ul> | <b>[25 marks]</b> |
|---|---|--|-------------------|

**AO1**

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

To achieve a level 3 mark students will clearly describe how **two** of the factors may be related to criminal behaviour. This may include consideration of the following:

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

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

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

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.*

Students may only partially address the demands of the question. These students may refer to only one of the factors or discuss both but with limited depth or examples.

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.*

Students will demonstrate a basic knowledge and understanding of how the factors are related to criminal behaviour.

(0 marks) *No relevant response.*

**AO2**

- Level 3 (6-8 marks) *The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.*
- Students will expand the comments made in AO1 and ensure that the factors are linked to the causes of criminal behaviour. Students will evaluate the factors and make an argument concerning their importance. Students may make use of case studies to develop points. The use of sociological (eg: social norms), psychological (stereotyping / discrimination) or criminological (eg: offender profiling) concepts should be rewarded. Economic factors may also be cited. The students may consider the following:
- Social Class:** Students may comment on the type of crime varying according to social class. Blue collar crime, such as burglary or vandalism, may be seen to be of a more practical nature, whereas white collar crime may be more hidden, such as fraud.
- Age:** Reasons may be suggested as to why the peak age range for offending is between 18 and 24, such as disaffected youth, unemployment, family breakdown, etc. The failure of rehabilitation may be considered as a factor for more mature repeat offenders.
- Ethnicity:** Students may refer to specific cases involving ethnic minorities, such as gang related crimes and crimes of racial hatred, e.g. the Stephen Lawrence murder or the issue of institutionalised racism and how the MacPherson Report of 1999 has suggested the police negatively discriminate against citizens who are not white-British.
- 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.*
- Students may only partially address the demands of the question. These students may only discuss the causes of one of the factor's influence upon criminal behaviour or may discuss both but with limited depth or examples.
- 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.*
- Students will produce responses with little attempt at analysing and discussing the factors influence upon criminal behaviour.
- (0 marks) *No relevant response.*

**AO3**

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

Student responses should show a clear structure which is logical and which uses appropriate terminology relating to the nature of criminal behaviour, reaching a reasoned conclusion. Students should consider both factors posed by the question. They may draw upon their own observations, based upon their citizenship participation, to effectively enhance their discussion of the issue of effectiveness. This may include youth work, awareness raising, challenging prejudice, class debates etc.

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.*

Student responses will show a more limited structure and use of appropriate terminology relating to the nature of criminal behaviour. They may draw upon their own observations, based upon their citizenship participation, in a more limited way to enhance their discussion of the issue of effectiveness.

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

Student responses will show a basic structure and use of appropriate terminology relating to the nature of criminal behaviour. Any attempt to draw upon their own observations, based upon their citizenship participation, to enhance the discussion of effectiveness will be basic and limited.

(0 marks) *No relevant response.*



**AO4**

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

Students will draw upon the concepts of the nature of criminal behaviour and use examples from a range of citizenship sources to produce a coherent and well-argued response. In particular this may include discussion of other parts of the specification; in particular the response may be illustrated with material from other units such as CIST1, CIST2 and CIST4.

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

Students will produce work with a more limited attempt to develop their argument with links to a more limited range of citizenship sources.

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.*

Students will produce work with a basic attempt to develop their argument with limited links to a narrow range of citizenship sources.

(0 marks) *No relevant response.*

---

**OR**

**0 3** 'Miscarriages of justice are not effectively addressed by our current legal system.'  
Examine this statement. **[15 marks]**

**AO1**

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

Students will clearly explain both the procedure within the legal system for addressing miscarriages of justice and discuss its effectiveness. Students will probably clearly explain the role of the Criminal Cases Review Commission and give examples of the work of the Commission. This could include reference to:

- The 1995 Criminal Appeal Act that established the Commission is an independent body to review possible miscarriages of justice and decide if they should be sent to the Court of Appeal.
- The Commission dealing with possible wrongful convictions and unfair sentencing, and that new evidence may be brought or arguments made on the safety of the original conviction.
- Examples of the Commission's work such as Sally Clarke (2003).

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

Students may only partially address the demands of the question. These students may refer to only the procedure or the question of effectiveness or discuss both but without depth of discussion or examples.

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.*

Students will show a limited understanding of how miscarriages of justice may be addressed and may not include examples.

(0 marks) *No relevant response.*

**AO2**

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

Students will explicitly develop an analytical and evaluative explanation of the effectiveness of the procedure within the legal system for addressing miscarriages of justice as identified in AO1 by discussing the work of the Commission in relation to the delivery of justice by the UK's legal system. Student responses should include examples of cases which have been reviewed and highlight problem areas such as the adequacy of the law in this area.

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.*

Students will demonstrate some development in their analysis and evaluation of the effectiveness of the procedure within the legal system for addressing miscarriages of justice either through in-depth analysis over a limited range or limited depth of analysis over a broad range.

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

Students will demonstrate limited development in their analysis and evaluation of the effectiveness of the procedure within the legal system for addressing miscarriages of justice. Examples and a firm conclusion may well be very limited or absent.

(0 marks) *No relevant response.*

**AO3**

Level 2 (2 marks)  
and 3

*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.*

Students will produce work with a clear structure which is logical and which uses terminology relating to the effectiveness of the procedure within the legal system for addressing miscarriages of justice. There will be a clear conclusion. Students may refer effectively to their own observations acquired as a result of certain citizenship participation activities such as court visits or research into case studies.

Level 1 (1 mark)

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

Students will make a basic attempt to use appropriate terminology relating to the effectiveness of the procedure within the legal system for addressing miscarriages of justice. Student attempts to refer to their own observations, acquired as a result of certain citizenship participation activities such as court visits or research into case studies, will be basic.

(0 marks)

*No relevant response.*

**AO4**

Level 3 (3 marks)

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

Students will draw upon the concepts of the effectiveness of the procedure within the legal system for addressing miscarriages of justice and use examples from a range of citizenship sources. The response should look to ideas from other areas to enable a coherent answer. This may include discussion of the broader ideas of the concepts of crime, morality and justice, alongside possibly the acknowledgement of the inevitability of 'human error'. Students may also make links to CIST2 and the political process (i.e. the role of parliament in establishing the processes) and the media.

Level 2 (2 marks)

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

Students will produce work with a more limited attempt to develop their argument with links to a more limited range of citizenship sources.

Level 1 (1 mark)

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

Students will produce work with a basic attempt to develop their argument with limited links to a narrow range of citizenship sources.

(0 marks)

*No relevant response*

**0 4** 'The Judiciary in the UK should be more representative of contemporary UK society.'  
Critically evaluate this statement. **[25 marks]**

**AO1**

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

Students will demonstrate an awareness of the criticism often made about the socially unrepresentative nature of the judiciary (class, race, gender, sexuality and educational background). This may be supported with statistical evidence and discussion of how the appointment process for the judiciary affects this issue and led to reform of the process under the Constitutional Reform Act (2005). Discussion of this issue at lower levels of the judiciary should be duly rewarded, as should knowledge of the appointment process if linked to the impact it has upon the socially representative nature of the judiciary.

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.*

Students will only partially address the demands of the question. These answers will demonstrate a good level of knowledge and understanding but may lack either the depth or the breadth of a L3 discussion of judicial appointments.

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.*

At this level, responses will show more limited knowledge and understanding of the issue of the socially representative nature of the judiciary.

(0 marks) *No relevant response.*

**AO2**

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

The criticism of the judiciary for being mainly male, middle-aged, white and from a privileged background will probably be discussed. Students may consider how issues such as meritocratic appointments and a socially representative judiciary are necessary to maintain public confidence in the judiciary in general. This may be contrasted with the practical constraints of needing to ensure the appointments are sufficiently experienced to carry out the role of judge effectively and the pool of such potential recruits is restricted. Students who discuss representation at lower levels of the judiciary should be duly rewarded. For example the fact that there are more female magistrates than male and that the ethnicity breakdown of magistrates is broadly in line with the population. Students might also discuss whether or not the Constitutional Reform Act has brought about the changes to the social representation of the judiciary it was intended to. They are likely to consider two areas: the relative success or failure of the appointments process to increase social representation and the desirability of increasing the socially representative nature of the judiciary.

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.*

Students will only partially address the demands of the question. These students will show a good level of knowledge and understanding but may lack either the depth or the breadth of a L3 discussion of the desirability of a more socially representative judiciary.

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.*

Students will produce responses with little attempt at analysing and discussing the desirability of a more socially representative judiciary.

(0 marks) *No relevant response.*

**AO3**

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

Student responses should show a clear structure which is logical and which uses appropriate terminology relating to the socially representative nature of the judiciary. Students should consider both sides of the argument posed by the question. They may draw upon their own observations, based upon their citizenship participation, to effectively enhance their discussion of the issue of effectiveness. This may include own research or class room debates.

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.*

Student responses will show a more limited structure and use of appropriate terminology relating to the socially representative nature of the judiciary. They may draw upon their own observations, based upon their citizenship participation, in a more limited way to enhance their discussion of the issue of effectiveness.

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

Student responses will show a basic structure and use of appropriate terminology relating to the socially representative nature of the judiciary. Any attempt to draw upon their own observations, based upon their citizenship participation, to enhance the discussion of effectiveness will be basic and limited.

(0 marks) *No relevant response.*



**AO4**

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

Students will draw upon the concepts of the socially representative nature of the judiciary and use examples from a range of citizenship sources to produce a coherent and well-argued response. In particular this may include discussion of other parts of the specification; in particular the response may be illustrated with material from other units such as CIST2 (i.e. who holds the power?) and CIST4.

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

Students will produce work with a more limited attempt to develop their argument with links to a more limited range of citizenship sources.

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.*

Students will produce work with a basic attempt to develop their argument with limited links to a narrow range of citizenship sources.

(0 marks) *No relevant response.*

---

**OR**

<b>0</b>	<b>5</b>
----------	----------

Examine and comment on the effectiveness of fines as a punishment.

**[15 marks]**

**AO1**

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

Students will both clearly explain the procedure within the legal system for the use of fines as a punishment. This could include reference to:

- Fines being defined as a sum of money ordered to be paid by the offender to the Crown.
- Fines being the most common form of punishment.
- Fines are most often imposed for motoring and minor either-way offences.
- Fines are often imposed upon businesses under certain regulations e.g. health & safety.
- Fines are most common in Magistrates' Court.

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

Students may only partially address the demands of the question. These students may refer to only the type of crimes which are punished by fines without the discussion of effectiveness or discuss both but without depth of discussion or examples.

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.*

Students will show a limited understanding of how fines are used as a punishment and may not include examples.

(0 marks) *No relevant response.*

**AO2**

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

Students will explicitly develop an analytical and evaluative explanation of the effectiveness of the use of fines as a punishment as identified in AO1 and may discuss some of the following points:

**Effective:** deterrent effect; practical – limited jail space; some offences do not warrant custodial sentences; allows the Court a range of sanctions; effective, enforceable and time saving – speeding tickets issued by speed cameras.

**Ineffective:** ability to pay effects deterrent effect – Footballers and speeding fines; low collection rates suggest they are often ignored; continued use of fines for things such as speeding such that they do not act as an effective deterrent.

Students referring to case studies such as TV Licence fines being de criminalised should be duly rewarded.

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.*

Students will demonstrate some development in their analysis and evaluation of the effectiveness of the use of fines as a punishment either through in-depth analysis over a limited range or limited depth of analysis over a broad range.

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

Students will demonstrate limited development in their analysis and evaluation of the effectiveness of the use of fines as a punishment. Examples and a firm conclusion may well be very limited or absent.

(0 marks) *No relevant response.*

**AO3**

Level 2 (2 marks)  
and 3

*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.*

Students will produce work with a clear structure which is logical and which uses terminology relating to the practice of sentencing. Students may refer effectively to their own observations acquired as a result of certain citizenship participation activities such as court visits or internet based research.

Level 1 (1 mark)

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

Students will make a basic attempt to use appropriate terminology relating to the practice of sentencing. Student attempts to refer to their own observations, acquired as a result of certain citizenship participation activities such as court visits, will be basic.

(0 marks)

*No relevant response.*

**AO4**

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

Students will draw upon the concepts within the legal system linked to the practice of sentencing and use examples from a range of citizenship sources. The response should look to ideas from other areas to enable a coherent answer. This may include discussion of the broader ideas of the concepts of crime and justice, alongside possibly the acknowledgement of the need for practicality even within the legal system.

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

Students will produce work with a more limited attempt to develop their argument with links to a more limited range of citizenship sources.

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

Students will produce work with a basic attempt to develop their argument with limited links to a narrow range of citizenship sources.

(0 marks) *No relevant response.*

<b>0 6</b>	<p>Punishment should not be the only aim of sentencing when young people are convicted of criminal offences.’ Critically assess this view. <span style="float: right;"><b>[25 marks]</b></span></p>
------------	---

**AO1**

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

Students will clearly explain the aims of sentencing in regard to young people (including deterrence, reparations and public protection) with the emphasis upon the contrasting aims of punishment and rehabilitation & reform. Credit should be given to answers that link the aims of sentencing to the 2003 Criminal Justice Act. Student responses should recognise that modern sentencing may address more than one sentencing aim. Students will also discuss the powers of the court, such as:

- Detention and Training Order between four months and two years in a Young Offenders’ Institution.
- Community Orders such as fines.
- Referral Orders where the magistrate may refer the offender to the Youth Offender Panel which will decide on an appropriate punishment.
- Community Punishment Order where the young offenders does unpaid work in the community.
- Supervision Orders of up to three years where the Youth Offending Team will supervise the work that the offender will carry out under these orders.

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.*

Students may only partially address the demands of the question. These students will demonstrate a good level of knowledge and understanding but may lack either the depth or the breadth of a L3 discussion of the aims of sentencing for young offenders.

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.*

Students will demonstrate a basic knowledge and understanding of the aims of sentencing for young offenders.

(0 marks) *No relevant response.*

**AO2**

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

Students will consider the problems associated with the sentencing of young people, in particular striking a balance between the broader aims of sentencing and the specific desire to rehabilitate young offenders. The effectiveness of rehabilitation, including educational programmes, substance abuse rehabilitation, training & employment programmes and community-based rehabilitation such as supervision orders & unpaid work will be considered. Credit should be given for discussion of re-offending rates of young offenders and reference to contemporary case studies.

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.*

Students may only partially address the demands of the question. These students may discuss the aims of sentencing for young offenders but with limited depth or breadth and examples.

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.*

Students will produce responses with little attempt at analysing and discussing the aims of sentencing for young offenders.

(0 marks) *No relevant response.*

**AO3**

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

Student responses should show a clear structure which is logical and which uses appropriate terminology relating to the aims of sentencing for young offenders. A reasoned conclusion considering the need to balance differing aims of sentencing should be reached. Students should consider both sides of the argument posed by the question. They may draw upon their own observations, based upon their citizenship participation, to effectively enhance their discussion of the issue of effectiveness.

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.*

Student responses will show a more limited structure and use of appropriate terminology relating to the aims of sentencing for young offenders. They may draw upon their own observations, based upon their citizenship participation, in a more limited way to enhance their discussion of the issue of effectiveness.

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

Student responses will show a basic structure and use of appropriate terminology relating to the aims of sentencing for young offenders. Any attempt to draw upon their own observations, based upon their citizenship participation, to enhance the discussion of effectiveness will be basic and limited.

(0 marks) *No relevant response.*



**AO4**

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

Students will draw upon the concepts of the aims of sentencing for young offenders and use examples from a range of citizenship sources to produce a coherent and well-argued response. In particular this may include discussion of other parts of the specification; in particular the response may be illustrated with material from other units such as CIST2 and CIST4.

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

Students will produce work with a more limited attempt to develop their argument with links to a more limited range of citizenship sources.

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.*

Students will produce work with a basic attempt to develop their argument with limited links to a narrow range of citizenship sources.

(0 marks) *No relevant response.*

## Section B – Politics, Power and Participation

**0 7** Explain, and comment on the advantages of **two** of the following electoral systems currently used in the UK:

- Additional Member System
- Single Transferable Vote
- Party List System
- Supplementary Vote.

**[15 marks]**

### AO1

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

Students will clearly describe two of the electoral systems now in use in the UK, illustrating the answer with appropriate examples. These may be from the following:

- Additional Member System: A hybrid system where voters cast two votes, one using FPTP and one PR. Used in the elections to the Scottish Parliament, Welsh Assembly and London Assembly.
- Single Transferable Vote: A proportional representation system where voters rank the candidates. Used in Assembly, local and European elections in Northern Ireland and local government elections in Scotland.
- Party List System: A proportional representation system where voters vote for a party in multi-member constituencies. Used in European Parliament elections in England, Wales and Scotland.
- Supplementary Vote: A majoritarian system used to elect individuals where the voter records two preferences. Used in mayoral and police & crime commissioners elections.

**Note:**

1. Not all of these are necessary for full marks.
2. Other relevant and accurate comments may be credited.

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

Students may only partially address the demands of the question. These answers may lack either the depth or the range of a L3 answer.

Level 1 (1 mark) *Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may*

		<p><i>make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.</i></p> <p>Students will show a limited understanding of the roles of the range of electoral systems now in use in the UK and may not include examples.</p>
<b>AO2</b>	(0 marks)	<i>No relevant response.</i>
Level 3	(5-6 marks)	<p><i>The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.</i></p> <p>Students will explicitly develop an analytical and evaluative explanation of the use of two electoral systems in the UK. Student responses will include examples and may highlight problem areas. These may be from the following:</p> <ul style="list-style-type: none"> <li>• Additional Member System: Increased proportionality; constituency link maintained; increased voter choice &amp; split ticket voting; increased chance of coalition &amp; minority government; creation of two categories of representative; increased chance of spoilt ballot papers (voter confusion).</li> <li>• Single Transferable Vote: Very proportionate results; voters can choose different candidates from the same party; increases chances of coalition government; weakens constituency link.</li> <li>• Part List System: Very proportionate results; increased number of female and ethnic minority candidates; weakens constituency link; the closed list system denies the voter the chance to vote for a candidate only for a party.</li> <li>• Supplementary Vote: Ensures the winner must have the support of an absolute majority of voters; the winner may not have a majority of first preference votes.</li> </ul>
Level 2	(3-4 marks)	<p><i>The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.</i></p> <p>Students will demonstrate some development in their analysis and evaluation of the consequences of the use of two electoral systems in the UK. These answers may lack either the depth or the range of a L3 answer.</p>
Level 1	(1-2 marks)	<i>The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.</i>

Students will demonstrate limited development in their analysis and evaluation of the consequences of the use of two electoral systems in the UK. Examples and a firm conclusion may well be very limited or absent.

(0 marks) *No relevant response.*

### **AO3**

Level 2  
and 3

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

Students will produce work with a clear structure which is logical and which uses terminology relating to the range of electoral systems now in use in the UK. Students may refer effectively to their own observations acquired as a result of certain citizenship participation activities such as their own personal experience of voting.

Level 1 (1 mark)

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

Students will make a basic attempt to use appropriate terminology relating to the range of electoral systems now in use in the UK. Student attempts to refer to their own observations, acquired as a result of certain citizenship participation activities such as voting, will be basic.

(0 marks) *No relevant response.*

**AO4**

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

Students will draw upon the concepts concerning representative democracy and use examples from a range of citizenship sources. The response should look to ideas from other areas to enable a coherent answer. This may include discussion of the purpose of electoral systems being a balancing act between the need for fair representation and delivering strong and effective governments.

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

Students will produce work with a more limited attempt to develop their argument with links to a more limited range of citizenship sources.

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

Students will produce work with a basic attempt to develop their argument with limited links to a narrow range of citizenship sources.

(0 marks) *No relevant response.*

**0 8** Critically assess why referendums have become more widely used in the UK. **[25 marks]**

**AO1**

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

Students will clearly explain what referendums are and the history of their use in the UK. Students should refer to examples of both referendums held (endorsement of EEC membership 1975, creation of the devolved assemblies, London Mayor, Good Friday agreement, adoption of AV in general elections, Scottish independence and local ones held over Council Tax, etc.) and ones proposed (such as those over UK joining of the Euro and membership of the EU). Students may suggest reasons why governments are prepared to decide certain issues by referendum and not others and refer to the use of referendums in the UK in regard to major constitutional issues. Mention may be made of the use of referendums in others countries e.g. USA states where they can involve social and taxation issues. Responses may rely heavily upon case studies and should be duly rewarded.

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.*

These students will have a good level of knowledge and understanding but may lack either the depth or the breadth of a L3 discussion of the way referendums have been used in the UK.

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.*

Students will demonstrate a basic knowledge and understanding of how referendums have been used in the UK.

(0 marks) *No relevant response.*

**AO2**

- Level 3 (6-8 marks) *The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.*
- Students will in their discussion of the role and use of referendums in the UK expand on the points raised in AO1 and link the UK experience explicitly to arguments for (encourage participation, increase accountability, off-set the deficiencies of FPTP, safety valve for potentially divisive issues within political parties, etc.) and against (undermine representative democracy, issues too complex for voters, Government decides when referendums should be held, don't always resolve disputes, etc.) the use of referendums. This may highlight the issue of referendums being needed to off-set the fact that the FPTP electoral system, designed for two party competition, may fail to deliver effective mandates for action in an increasingly multi-party system.
- 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.*
- Students may only partially address the demands of the question. These students may discuss the advantages or disadvantages of referendums but will not explicitly link this to the question of why they have become more widely used in the UK.
- 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.*
- Students will produce responses with little attempt at analysing and discussing the use of referendums in the UK.
- (0 marks) *No relevant response.*

**AO3**

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

Student responses should show a clear structure which is logical and which uses appropriate terminology relating to referendums. Students should consider both sides of the argument posed by the question. They may draw upon their own observations, based upon their citizenship participation such as class debates, to effectively enhance their discussion of the issue of effectiveness. This will lead to a reasoned conclusion giving reason for the increasing use of referendums in the UK.

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.*

Student responses will show a more limited structure and use of appropriate terminology relating to referendums. They may draw upon their own observations, based upon their citizenship participation, in a more limited way to enhance their discussion of the issue of effectiveness.

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

Student responses will show a basic structure and use of appropriate terminology relating to referendums. Any attempt to draw upon their own observations, based upon their citizenship participation, to enhance the discussion of effectiveness will be basic and limited.

(0 marks) *No relevant response.*



**AO4**

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

Students will draw upon the concepts relating to referendums and use examples from a range of citizenship sources to produce a coherent and well-argued response. In particular this may include discussion of other parts of the specification; in particular the response may be illustrated with material from other units.

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

Students will produce work with a more limited attempt to develop their argument with links to a more limited range of citizenship sources.

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.*

Students will produce work with a basic attempt to develop their argument with limited links to a narrow range of citizenship sources.

(0 marks) *No relevant response.*

---

OR

**0 9** Explain and comment on the effectiveness of the House of Commons in performing its function of scrutiny. **[15 marks]**

**AO1**

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

Students will clearly explain what the role of scrutiny is (the parliamentary scrutinising of both proposed government legislation and the actions of the government) and how this is performed by the House of Commons. The student responses may include the following:

**Prime Minister's Question Time & Minister's Question Time** – opportunity for MPs, and in particular the official opposition, to question the Prime Minister and Government Ministers in regard to issues that are of concern to them.

**The vote of confidence** – vote in the House of Commons to determine if the chamber still has confidence in the government of the day.

**The passage of legislation** – the debates and votes that take place in the House of Commons in concern of legislation, including European legislation.

**Parliamentary committees** – the following may be mentioned: Public Bill (formerly standing) committees; select committees; Backbench Business Committee; Commons Liaison Committee; and the Public Accounts Committee.

**Early day motions** – allows MPs to raise their concerns over a particular issue.

**E-democracy** – when e-petitions with over 100,000 signatures are considered for debate in the House of Commons.

**Opposition days** – When the opposition can determine the topic for debate in the House of Commons.

**Affirmative and negative resolutions** - scrutiny of Statutory Instruments.

**Debates** – opportunity for MPs to discuss important issues e.g. intervention in Syria.

Reward students who point out that much scrutiny work that ideally should take place in Commons in fact takes place in the Lords where there is less pressure on the timetable and executive domination is weaker.

**NOTE**

- To be a level 3 response all of the above is not required.
- Other relevant material should be credited.

Level 2 (2 marks)

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

Students may only partially address the demands of the question. These students may refer to the Houses of Commons performance of the role of scrutiny with limited depth or examples.

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.*

Students will demonstrate a basic knowledge and understanding of how the House of Commons performs the role of scrutiny.

(0 marks)

*No relevant response.*

**AO2**

Level 3 (5-6 marks)

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

Students will discuss in depth the effectiveness, or otherwise, of the House of Commons in performing the role of scrutiny. The student responses may include the following:

**House of Commons – Ineffective**

- Executive dominance of Parliament due to the ‘fusion of powers’.
- The Prime Minister’s power of patronage enhances loyalty of governing party’s MPs.
- The whip system maintains party discipline and the governing party’s support in Parliament.
- Party loyalty protects the government from sustained and in-depth scrutiny.
- Threat of de-selection as an MP limits backbench rebellions.

- Parliamentary Committees various weaknesses (only ‘power to embarrass’, Government dominance of their composition, etc).

#### **House of Commons – Effective**

- Effectiveness determined by government majority, a hung Parliament and subsequent Coalition Government has weakened government control over the Commons.
- Chairman of select committees are elected by MPs and therefore more independent.
- Chairman of the Public Account Committee is an opposition MP.
- Commons Liaison Committee effective in scrutinising the Prime Minister.
- MPs increasingly effective in dealing with their constituents concerns (e-democracy).

#### **NOTE**

- To be a level 3 response all of the above is not required.
- Other relevant material should be credited.

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.*

Students may only partially address the demands of the question. These Students may discuss the effectiveness of the Houses of Commons but with limited depth (perhaps only putting the case for either effective or ineffective performance of the role) or examples.

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.*

Students will produce responses with little attempt at analysing and discussing the effectiveness with which the House of Commons performs the role of scrutiny.

(0 marks) *No relevant response.*

**AO3**Level 2 (2 marks)  
and 3

*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.*

Student responses should show a clear structure which is logical and which uses appropriate terminology relating to the House of Commons and their performance of the role of scrutiny. Students should consider both sides of the argument posed by the question. They may draw upon their own observations, based upon their citizenship participation such as visits to parliament, MPs visit to school or own research of local MP's activity, to effectively enhance their discussion of the issue of effectiveness.

Level 1 (1 mark)

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

Student responses will show a basic structure and use of appropriate terminology relating to the House of Commons and their performance of the role of scrutiny. Any attempt to draw upon their own observations, based upon their citizenship participation, to enhance the discussion of effectiveness will be basic and limited.

(0 marks)

*No relevant response.*

**AO4**

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

Students will draw upon the concepts of the powers of the House of Commons through which they perform their role of scrutiny and use examples from a range of citizenship sources to produce a coherent and well-argued response. In particular this may include discussion of other parts of the specification; in particular the response may be illustrated with material from other units such as CIST2 and CIST4.

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

Students will produce work with a more limited attempt to develop their argument with links to a more limited range of citizenship sources.

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

Students will produce work with a basic attempt to develop their argument with limited links to a narrow range of citizenship sources.

(0 marks) *No relevant response.*

**1 0**

'Within the UK political system the Prime Minister is all-powerful.'  
Critically assess this statement.

**[25 marks]****AO1**

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

Students will clearly explain what the powers of the Prime Minister are. Students may refer to the following in terms of both the formal and informal powers the Prime Minister can access:

- Power over Parliament as leader of the largest party in the House of Commons.
- Power of patronage, the ability to 'hire 'n' fire'.
- Power from being head of the executive over cabinet, government and civil service.
- Power over the party as party leader.
- Students may also refer to informal sources of power which vary according to circumstances such as the Prime Minister's personality, strength of rivals, control of the political agenda and electoral & policy success.
- Students may use the phrases 'Presidential' or 'Prime Ministerial government' which have been used to describe the style/power of some recent Prime Ministers.

Examples of specific policies or Prime Ministers used to illustrate prime ministerial power will be rewarded.

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.*

Students may only partially address the demands of the question. These students will have a good level of knowledge and understanding but may lack either the depth or the breadth of a L3 discussion of the powers of the Prime Minister. For example some students may see this as a question about coalition government and those who write a lot about this area may be awarded up to top of L2.

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.*

Students will demonstrate a basic knowledge and understanding of the powers of the Prime Minister.

(0 marks)

*No relevant response.*

**AO2**

Level 3 (6-8 marks)

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

Students will clearly discuss the constraints upon the powers of the Prime Minister and critically assess these limitations. The students may refer to the following:

- The Prime Minister ultimately needs the support of their cabinet to maintain power (e.g. Thatcher & the Poll Tax).
- Parliament through various mechanism (PMQs, Liaison Committee & vote of confidence) can constrain the Prime Minister.
- The Prime Minister needs to maintain the support of their party or risk backbench rebellions or even a leadership challenge.
- Public opinion ultimately constrains all Prime Ministers through elections.
- Circumstances such as unforeseen events or strength of rivals may constrain a Prime Minister.
- Coalition government, minority government or small parliamentary majority might constrain the Prime Minister's freedom of action.
- Students may use the phrase 'Cabinet government' to describe the strict constitutional position in the UK of the Prime Minister.

Examples of specific policies or Prime Ministers used to illustrate constraints upon prime ministerial power will be rewarded.

**Note:**

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

Note the different judicial systems in Scotland and Northern Ireland, compared to that of England & Wales, acts as a restraint upon the Prime Minister.

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.*

Students may only partially address the demands of the question. These students may discuss the constraints upon the powers of the Prime Minister but their answers may lack either the depth or the range of a L3 answer. For example some students may see this as a question about coalition government and those who write a lot about this area may be awarded up to top of L2.



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.*

Students will produce responses with little attempt at analysing and discussing the powers of the Prime Minister and how they are constrained.

(0 marks) *No relevant response.*

**AO3**

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

Student responses should show a clear structure which is logical and which uses appropriate terminology relating to the powers of the Prime Minister. Students should consider both sides of the argument posed by the question. They may draw upon their own observations, based upon their citizenship participation such as visits to parliament or MPs, to effectively enhance their discussion of the issue of effectiveness. Students will reach a sound and balanced conclusion based on the evidence in their answer.

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.*

Student responses will show a more limited structure and use of appropriate terminology relating to the powers of the Prime Minister. They may draw upon their own observations, based upon their citizenship participation, in a more limited way to enhance their discussion of the issue of effectiveness.

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

Student responses will show a basic structure and use of appropriate terminology relating to the powers of the Prime Minister. Any attempt to draw upon their own observations, based upon their citizenship participation, to enhance the discussion of effectiveness will be basic and limited.

(0 marks) *No relevant response.*

**AO4**

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

Students will draw on the concepts related to prime ministerial power and use examples from a range of citizenship sources to produce a coherent and well-argued response. In particular this may include discussion of other parts of the specification; in particular the response may be illustrated with material from other units such as CIST2 and CIST4.

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

Students will produce work with a more limited attempt to develop their argument with links to a more limited range of citizenship sources.

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.*

Students will produce work with a basic attempt to develop their argument with limited links to a narrow range of citizenship sources.

(0 marks) *No relevant response.*

---

**OR**

1	1
---	---

Explain the role that the EU has played with regard to at least **one** major international issue.

**[15 marks]**

**AO1**

Level 3 (3-4 marks)

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

Students will clearly explain the role the EU plays in regard to international issues. Student answers may be based on one specific in-depth study, or may cover a range in less depth. The student will illustrate the answer with appropriate examples. These may be from the following:

- Students might explore the role of the EU with regard to international issues between member states or applicant states, such as: the negotiations for membership of eastern European countries; negotiations for membership with Turkey; and the Troika's economic assistance to Eurozone countries such as Greece.
- Students might explore the EU's relations with non-EU countries, such as: the EU's relation with global superpowers China and the USA; response to crisis such as the ones in either Syria or the Ukraine; or the EU's role within the Balkans and the Middle East (Arab/Israel dispute).
- Students might explore the EU's relations with other international bodies such as the United Nations.
- Students might explore the role of key actors in shaping EU policy such as EU Foreign Ministers.

The above are given as examples only, credit any relevant case study concerning the EU and international participation. But answers must be geared to the EU's participation rather than the UK's participation in international affairs.

Level 2 (2 marks)

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

Students may only partially address the demands of the question. Students will demonstrate some development in their understanding of the role played by the EU in regard to international issues. These answers may lack either the depth or the range of a L3 answer.

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.*

Students will show a limited understanding of the role the EU plays in regard to international issues and may not include examples.

(0 marks) *No relevant response.*

**AO2**

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

Students will explicitly develop an analytical and evaluative explanation of the role the EU plays in regard to international issues by discussing the relevance and effectiveness of this role. Student responses will include examples and highlight problem areas such as, internal divisions between member states undermining effective action and limited effective power to exercise influence compared to other international bodies (e.g. the UN) or global superpowers (e.g. the USA). Students should comment on their chosen examples, with reference to the failures and successes of EU international participation and may comment upon the effect this has on the EU itself, e.g. the Ukraine crisis. Students should be duly rewarded that rely heavily upon a case study approach.

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.*

Students will demonstrate some development in their analysis and evaluation of the effectiveness of the role played by the EU in regard to international issues. These answers may lack either the depth or the range of a L3 answer.

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.*

Students will demonstrate limited development in their analysis and evaluation of the effectiveness of the role played by the EU in regard to international issues. Examples and a firm conclusion may well be very limited or absent.

---

	(0 marks)	<i>No relevant response.</i>
<b>AO3</b> Level 2 and 3	(2 marks)	<i>A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</i>  Students will produce work with a clear structure which is logical and which uses terminology relating to the role the EU plays in regard to international issues. Students may refer effectively to their own observations acquired as a result of certain citizenship participation activities such as Model United Nations events or visits to the European Parliament.
Level 1	(1 mark)	<i>There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i>  Students will make a basic attempt to use appropriate terminology relating to the role the EU plays in regard to international issues. Student attempts to refer to their own observations, acquired as a result of certain citizenship participation activities such as Model United Nations events, will be basic.
	(0 marks)	<i>No relevant response.</i>

**AO4**

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

Students will draw upon the political concepts they have studied across all four units to help them explain the role the EU plays in regard to international issues and use examples from a range of citizenship sources. The response should look to ideas from other areas to enable a coherent answer. This may include discussion of global issues from CIST4 and the mechanism for their resolution.

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

Students will produce work with a more limited attempt to develop their argument with links to a more limited range of citizenship sources.

Level 1 (1 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 will produce work with a basic attempt to develop their argument with limited links to a narrow range of citizenship sources.

(0 marks) *No relevant response.*

**1 2** With reference to recent examples, critically assess the extent to which pressure groups enable citizens to influence international issues. **[25 marks]**

**AO1**

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

Students will clearly explain the various ways in which pressure groups enable the citizen to influence international issues. Students will discuss the methods used by pressure groups such as petitions, demonstrations, media stunts, lobbying Parliament and direct action. Students will probably give examples of successful campaigns run by pressure groups, such as Greenpeace and Amnesty International. Students may also contrast these examples of success with ones of failure such as the Stop the War Coalition relating to the Iraq war or ones with less easily discernible success or failure such as Occupy. Students using case studies should be duly rewarded e.g. Kony.

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.*

Students will only partially address the demands of the question. These answers will demonstrate a good level of knowledge and understanding but may lack either the depth or the breadth of a L3 discussion of how pressure groups may enable the citizen to influence international issues. For example responses that discuss pressure groups without any precise on citizens or international issues.

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.*

Students will demonstrate a basic knowledge and understanding of how pressure groups may enable the citizen to influence international issues.

(0 marks) *No relevant response.*

**AO2**

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

Students will discuss the effectiveness of the methods employed by pressure groups outlined in AO1 and will construct an argument as to the extent of the ability of pressure groups to enable citizens to influence international issues. Students may consider the effect of pressure groups such as Trade Unions have as a result of the role they play in funding political parties, and the effect that this may have on policy issues. Students may consider the effect and standing of international pressure groups such as Amnesty International in terms of the pressure they allow citizens to place on governments to release political prisoners or commute the death penalty. Reference may also be made to examples of pressure group failure to allow citizens to influence international issues e.g. the Stop the War Coalition relating to the Iraq war and to the more general point of how effectiveness and success should be measured.

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.*

Students may only partially address the demands of the question. These students may only discuss success or failure of pressure groups to allow citizens to influence international issues or may discuss both but with limited depth or examples. For example responses that discuss pressure groups without any precise on citizens or international issues.

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

Students will produce responses with little attempt at analysing and discussing the effectiveness of pressure groups to allow citizens to influence international issues.

(0 marks) *No relevant response.*



**AO3**

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

Student responses should show a clear structure which is logical and which uses appropriate terminology relating to the role of pressure groups in allowing citizens to influence international issues. Students should consider both sides of the argument posed by the question. They may draw upon their own observations, based upon their citizenship participation for example awareness raising for a specific pressure group or more generic material on own campaigning activities, to effectively enhance their discussion of the issue of effectiveness.

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.*

Student responses will show a more limited structure and use of appropriate terminology relating to the role of pressure groups in allowing citizens to influence international issues. The student may draw upon their own observations, based upon their citizenship participation, in a more limited way to enhance their discussion of the issue of effectiveness.

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

Student responses will show a basic structure and use of appropriate terminology relating to the role of pressure groups in allowing citizens to influence international issues. Any attempt to draw upon their own observations, based upon their citizenship participation, to enhance the discussion of effectiveness will be basic and limited.

(0 marks) *No relevant response.*

**AO4**

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

Students will draw upon the concepts relating to the role of pressure groups in allowing citizens to influence international issues and use examples from a range of citizenship sources to produce a coherent and well-argued response. In particular this may include discussion of other parts of the specification; in particular the response may be illustrated with material from other units such as CIST2 (pressure groups and campaign methods) and CIST4 (online Activism).

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

Students will produce work with a more limited attempt to develop their argument with links to a more limited range of citizenship sources.

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.*

Students will produce work with a basic attempt to develop their argument with limited links to a narrow range of citizenship sources.

(0 marks) *No relevant response.*