



A-LEVEL

Citizenship Studies

CIST4/Global Issues and Making a Difference
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

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 – Global Citizenship

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Examine how our understanding of the human rights of **one** of the following groups has changed in the UK since 1945:

- young people
- the mentally ill
- the elderly
- prisoners

[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.

Below are some indicative examples of knowledge points that may be expected at this level, they are by no means exhaustive.

- For young people reference may be made to a changing understanding of childhood and the status of teenager.
- Changes in medical knowledge regarding medical illness and the stigma attached to it.
- The development of the term ‘ageism’ and expectations of retirement.
- For prisoners it may be pointed out that UK attitudes do not appear to have changed as much as in some European nations.

At this level the answer should show a detailed knowledge of how our understanding of the human rights of the chosen group has changed since 1945. This could be demonstrated by relevant case studies and/or examples of behaviour and social attitudes which are now accepted without question.

This group should be one of those identified in the question (young people, the elderly, the mentally ill and those in prison) other groups should not be credited. Knowledge of what has not changed can also be credited here.

The knowledge content of this question focuses on changes in understanding of human rights whereas Q2 changes in legislation (eg: Human Rights Act 1998, Equality Act 2010) relates to the protection of these rights. The relationship between legislation and social attitudes could be discussed (and credited under AO2) but the knowledge of this legislation should be credited under AO4 if used appropriately.

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.*

At this level ~~typically expect at least~~ two clear examples of this changing understanding specifically relevant to the group chosen should be expected.

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.*

One valid example is clearly provided or more less detailed points are made. Material may be rather generic and its relevance to the group chosen may not be made explicit.

(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.*

At this level a detailed analysis of these changes is expected with some evaluation of factors (eg: demographics; cultural changes; globalisation; medical practice; psychological understanding; economic factors; contraception etc) which may have influenced these.

Stronger answers may provide a commentary on the nature of the interrelationship between these factors and on the issue of the extent to which legislation is a consequence or cause of changed understanding of human rights.

The activism of pressure groups, the media or other forms of indirect pressure, acting on behalf of the specific group could be identified as a factor and credited accordingly. It is possible that some of this material could also be used in answer to Q2. This is acceptable provided that for Q1 the material is relevant to an examination of the changes in understanding relating to the specific group selected whereas for Q2 the focus should be on the protection of these rights.

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>At least one clear evaluative point should be discussed in some detail or more partial analysis of several factors.</p> <p>Below are some indicative examples of evaluative points that may be expected at this level, they are by no means exhaustive. (More points and more depth of analysis than this is expected at level 3.)</p> <ul style="list-style-type: none"> • For young people the extension of schooling and changes in the nature of work may be cited. • For the mentally ill the role of the media and celebrities in changing attitudes could feature. • Changing life expectancy and medical advances may be part of an analysis of changing expectations of old age. • For prisoners there could be a reference to a greater emphasis in the purpose of sentencing from punishment to rehabilitation. <p>The focus may be confused between changes in legislation or on changes in social attitudes.</p>
Level 1	(1-2 marks)	<p><i>The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.</i></p> <p>At least one appropriate analytic point should be identifiable, this may be lacking in clarity. Additional mark for detail or an additional vague identification. Answer may focus only on changes in legislation.</p>
	(0 marks)	<p><i>No relevant response.</i></p>
AO3		
Level 2 and 3	(2 marks)	<p><i>A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</i></p> <p>Terminology regarding influential factors (including legislation) should be used appropriately. An argument is developed which goes some way towards explaining how our understanding has changed in relation to the specific group.</p> <p>Experience of citizenship participation in raising awareness or challenging prejudice should be credited here if it contributes evidence to the argument presented.</p>

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

Terminology may be confused, with a more generic examination of changes in understanding of human rights. References to citizenship participation may not be explicitly related to the argument presented.

(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.*

At this level the response should make effective use of appropriate case studies which they may have studied for CIST1 or elsewhere. Knowledge of legislation relevant to the specific group can also be credited here (eg; Equality Act 2010, Human Rights Act 1998) as could be appropriate references to the UDHR, ECHR and to the judgements of the European Court of Human Rights. They may also draw on research into attitude change undertaken by themselves or others. Material from CIST2 on bringing about change and their own participation can also be credited.

Synthesis of conceptual material from other specification areas and beyond (eg: Sociology or Psychology) can also be credited here. Examples include theories of Globalisation and social stratification; social cognition and attitude change).

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

There could be reference to case study(s) and/or attempts to link with other areas. At least one item of synthesis should be developed in some depth or two or more partial examples provided.

An example of synthesis could be the use of material from unit 3 on the purposes of sentencing in a discussion of the changes in understanding regarding prisoners.

Level 1	(1 mark)	<i>Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i>
		Case study material may be rather tangential to question, as may be other links. One valid example or equivalent.
	(0 marks)	<i>No relevant response.</i>

0 2 Critically examine the role played by the media and pressure groups with regard to the protection of human rights 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.*
- Detailed knowledge of the role of media, and pressure groups in protecting the human rights of specific groups or individuals within the UK. This may involve campaigning to bring about changes in legislation regarding specific groups or generic human rights issues.
- Knowledge of relevant legislation and the role of government and political parties/movements. Can be credited under AO4 if it is relevant to the evaluation provided. Likewise, the focus could be on the human rights of a specific group or it could be more generic. A trade-off between depth and breadth is permitted although at this level the role of both media and pressure groups need to be considered. The more narrow the focus (eg specific group, specific campaign or pressure group) the more detailed the knowledge expected for this band.
- The group chosen in Q1 could also become the focus of this question but it is an understanding of the role of informal pressure from media and pressure groups in protecting human rights that is credited here, not knowledge of the changes in understanding which is the focus of Q1.
- 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.*
- Knowledge of the role of media and pressure groups in protecting UK human rights may be less detailed and may focus on one element only. It may be overly generic and not clearly explain how rights were protected.
- 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.*
- The student should demonstrate a basic understanding of the influence of media and/or pressure groups (even if the role in protecting rights is rather vague). The answers may be focused on a specific case study of human rights abuse without explicitly addressing the protection of these rights.
- (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.*

A clear evaluation of the role of media and pressure groups in protecting the human rights of specific groups and in influencing legislation is expected at this level.

An analysis of one or more case study in which informal pressure from these elements played a part could be expected. The level of detail at this level would again relate to the balance between breadth and depth. For example one media campaign in relation to the human rights of a specific group or the work of a specific pressure group could provide a depth of analysis and evaluative points of relevance to the protection of specified human rights.

Alternatively a more generic evaluation may be provided but this should demonstrate a comparable level of critical thinking and include an analysis of particular case studies, critical incidents or campaigns that support the evaluative points made.

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.*

Analysis of case studies etc may be more superficial and perhaps less well informed. The evaluation may be rather less well supported by evidence. If it only considers one form of informal pressure and a specific group then this should be covered in more depth.

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.*

Any analysis is likely to be implicit in the description of a case study of human rights abuse and evaluation in relation to the protection of human rights may be rather superficial. The rights involved may not be specified.

(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 candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*
- A well-structured coherent argument is expected that addresses the role of informal pressure from one or more sources with an effective argument regarding their contribution to the protection of human rights in the UK.
- The student's participation in supporting specific pressure groups or/and taking part in media campaigns to raise awareness or challenge discrimination should be credited here. Provided that it is used effectively to support the argument in relation to the protection of human rights.
- Level 2 (2 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.*
- Terminology and/or experiences are used appropriately to structure an argument relevant to the statement. Some reference to citizenship participation may be provided but the conclusions drawn from this may not be explicit in the argument presented.
- Level 1 (1 mark) *There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*
- Argument may be superficial or tangential but should at least contain one valid point.
- (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.*

Synthesis could be expected from unit 1 – both on the nature of human rights, discrimination and the nature of legislation to prevent it. Generic material on the role of pressure groups and/or the media from unit 2 could also be expected. Case studies can be expected but the focus should clearly be on the protection of specific human rights.

Stronger answers could include some reference to the universal / relativist debate regarding human rights from this unit and to the context of globalisation in which these forms of pressure operate. Comparative material on animal rights can only be credited if used effectively to address the question regarding human rights.

The impact of the UDHR & ECHR could also be credited as could material on power, campaign methods and active citizenship from CIST2.

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

Answers may make use of some of the above but they may be less detailed. One or more case studies may be provided but the emphasis may be more on awareness raising and changing understanding than on protecting human rights and influencing legislation.

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

Answers should include at least one of the above however this may lack relevance to the argument regarding the protection of human rights.

(0 marks) *No relevant response.*

OR

0 3 Examine how individuals or groups of citizens can bring about change with regard to human rights abuse. **[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.*

Answers should show a good understanding of citizen led activism in relation to an identified area of human rights abuse. The identified area could be narrowly defined (one individual case would be acceptable) or a rather broad area of abuse (eg war crimes or sexual discrimination). The level of detail required for each level may need to be adjusted accordingly.

Some appreciation of the global context in which the action is taken could be expected at this level however this could depend on the example(s) chosen. Whatever the example(s) chosen an understanding of the term 'human rights abuse' should be implicit and it needs to be clear what human rights have actually been abused. Ideally these should be identified by reference to international law, conventions or national legislation.

Credit can also be given for knowledge of unsuccessful attempts to bring about change in this area.

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

Answers at this level should demonstrate some knowledge and understanding of the attempt(s) to bring about change in an identified area of human right abuse. This may be through the use of one or more case studies but the generic understanding of how citizens bring about change in this area may not be explicitly addressed.

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

The group involved and the human rights issue may be poorly defined. Only one example of activism may be included. The answer may be focused on one case study only without a clear attempt to address the more generic aspects of the question.

(0 marks) *No relevant response.*

AO2

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

Answers should provide an evaluation (probably but not necessarily based on the analysis of case studies) of the way in which an individual or group have attempted to bring about change. The impact on a specific area of human rights should be assessed in some detail.

The focus could be on an individual case of abuse (eg Dianne Petty) or on the work of global non-governmental organisation (eg Amnesty International). The level of detailed analysis required would be determined by the nature of the work chosen. Credit can also be given for analysis of unsuccessful attempts to bring about change 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.*

Some analysis using case studies but without the level of detail required above. The evaluation may focus on the case study material without drawing more generic conclusions from the analysis.

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.*

Any analysis is likely to be implicit in the description of case study material. There may be no attempt at a more generic evaluation.

(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.

Terminology (UCHR, ECHR, genocide, ICC etc) and/or material are used appropriately to examine activism and impact on human rights. Appropriate reflection on participation by the student in attempting to bring about change (of any sort) should be credited here.

Level 1 (1 mark)

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

An attempt is made to construct an argument regarding activism in relation to human rights.

(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.

Detailed, Expect appropriate case studies of individuals or groups of citizens attempting to bring about change in relation to a specific area of human rights abuse would be expected. These could come from any area of the specification or beyond. Examples include the work of Amnesty International, Human Rights Watch, specific campaign groups (national and international) or individuals.

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.

Appropriate use of case study(s) or other material expected. The level of detail and effectiveness of synthesis would not be so apparent.

Level 1 (1 mark)

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.

At this level the relevance of the material used may not be made explicit.

(0 marks)

No relevant response.

0 4

Discuss the view that international judicial bodies, such as the International Criminal Court, can only be effective in dealing with cases of human rights abuse if they receive the backing of the world's most powerful nations. **[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.

Detailed knowledge of the work of the International Criminal Court (ICC) or the International Criminal Tribunals (ICTs) is expected at this level. Although detailed knowledge of the composition of the ICC is not a requirement it would be helpful to point out that the USA, Russia, Israel, China & India all refuse to be bound by its judgements. The ICC is not part of but works closely with the UN whereas the International Criminal Tribunals are set up to investigate specific conflicts by a resolution of the security council. These include tribunals on former Yugoslavia, Rwanda and more recent special courts for Sierra Leone, Lebanon, Cambodia and East Timor.

The International Court of Justice (ICJ) deals with disputes between nations rather than prosecuting individuals charged with human rights abuse however it could be argued that it addresses abuse by nations. It is also a UN body whose decisions are also subject to veto by individual members of the security council. It is an international judicial body so knowledge of its role could be credited at this level provided that the focus on human rights abuse is explicit.

The European Court of Human Rights (ECrHR) is another international judicial body that is acceptable, however to be credited at this level the answer does need to address the issue regarding the influence of the world's most powerful nations; for example Russia's position as one of the members with most judgements against it. Evidence of understanding that membership of the Court includes non EU counties is expected at this level.

Non-judicial international bodies (such as the UN, EU, NATO, WTO, Commonwealth or even churches) are not directly concerned with the implementation of international law regarding human rights abuse and so should not be credited at this level. The answer would need to be exceptional if it did not include some reference to the ICC or the ICT's, particularly given that the ICC is included in the question.

One or more bodies can be credited so permit some trade-off between depth and breadth.

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

Answers which make a reasonable attempt to use relevant bodies (even if not specifically judicial) can be credited at this level. Partial knowledge of the work of the ICC or ICTs (or a confusion of both) or UN could also be represented here, as could answers with a more narrow European focus.

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.*

There may be few accurate items of information presented but some knowledge is evident even if rather confused.

(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.*

An evaluation is expected that clearly addresses the statement in the question. At this level one could expect this to lead to a nuanced conclusion regarding the extent to which the lack of cooperation between members of the security council and other powerful nations inhibits the effectiveness of international bodies such as the ICC and ICT's.

An analysis of this explanation and other contributory factors could be expected at this level. Other factors could include:

- the dependence on national governments to cooperate in releasing their own nationals for trial.
- the perceived bias of such organisations in only prosecuting individuals in relatively underdeveloped countries.
- the limited range of crimes under their jurisdiction
- the long time taken to bring to trial & the length, cost and legal complexity of the trails themselves.

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

Answers at this level may only consider the explanation offered in the statement, they should however provide an effective evaluation of it.

Coherent answers may also be provided at this level that focus exclusively on other international bodies such as the ECtHR or UN, in particular the role of the security council.

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.*

Analysis may be confused regarding the role of different bodies but some credit should be given for valid points even if they are not attributed to the appropriate international body. There may be no mention of the ICC or ICTs.

(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 candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

Answers should show a clear structure which is logical and which uses appropriate terminology, accurate knowledge and case studies to construct an argument regarding the statement.

Any judicial international body could be used provided a coherent argument is provided for its participation in the implementation of international law regarding human rights abuse.

Any citizenship participation or personal experiences which can be used to inform the arguments made can be credited here.

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

Terminology, case studies and experiences are used to structure an argument. There may be some inaccuracies in the evidence used.

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

There should be a discernible argument regarding the statement even if understanding of the role of international bodies is confused.

(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.*

Case studies of human rights abuse and the attempts of international bodies to implement international laws and conventions could be expected to be used effectively at this level. These could include the UN tribunals on the former Yugoslavia, Rwanda, Sierra Leone, Lebanon, Cambodia and East Timor. Also creditworthy are case studies of individuals prosecuted such as Radovan Karadžić (various spelling accepted) Charles Taylor; Joseph Kony, etc

Knowledge from other areas could include:

- the make-up of the UN security council and the criticisms of its functioning
- claims of imperialism suggesting that international bodies are used to maintain powerful interests.
- criticisms of neo-colonialism as most prosecutions have been based in Africa.

The position regarding the ICC taking any action against the UK in regard to the war in Iraq may be discussed'. The ICJ did bring a successful prosecution against the US led invasion of Nicaragua but this was vetoed in the security council and the US refused to recognise the court's ruling.

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.*

Some case study or other material will be used effectively. Typically ~~E~~expect at least two items ~~from above~~. Differentiate according to breadth/depth.

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.*

At this level the relevance of the material used may not be clear. Expect at least one item from above.

(0 marks) *No relevant response.*

OR

0 5 Analyse the reasons that led to any **one** recent international conflict. **[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.*

A good knowledge is expected of the circumstances behind any **one** recent (ie post 1945) international conflict. An international conflict is one involving more than one nation state however this could include a civil war or insurgency provided that the part played by other nations is explicit. Syria, for example could be used if the support of other nations (and international groups) for one or both sides in the conflict is implicitly addressed. Northern Ireland conflict could be regarded as involving Eire and even the US.

Conflicts do not need to involve military force, they could be diplomatic (eg: Iran or North Korea) or may be a trade dispute (eg US v EU on GM crops).

There needs to be an understanding of the principal reason(s) for the specific conflict. These should be explicitly stated. Examiners may need to give some benefit of doubt if the student selects a rather obscure conflict.

Additional knowledge of other details of the specific conflict itself can be credited under AO4.

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.*

At this level answers will show some understanding of possible reasons for the international conflict. These may be implicit in the descriptive material used.

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 least one valid reason is provided which may be rather vague. There could be a lot of description of the conflict without addressing the reasons.

(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.*

An appropriate analysis of the reasons identified is provided. Depth of analysis may be balanced with the breadth of reasons.

Issues that may arise from an analysis of case studies could be:

- the pressure from repressed populations or minority groups for more representation and basic human rights.
- the inequalities of distribution of wealth and the means for survival within and between nations
- the competing claims for the same land or nationhood.
- attempts to wipe out or displace distinct ethnic, religious or political groups.

All other credible reasons can be credited. An evaluation of the relative importance of the principal reasons identified may be provided.

In the case of Syria for example some reference to the events of the Arab Spring could be expected as well as the ethnic and/or religious divisions within the country and the wider region. Reference may also be made to the support from Russia for the Assad regime, the interests of western nations, the history of Syria, colonialism and global economic factors etc.

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

The analysis of case studies may be more superficial and only one principal cause may be examined in detail or several may be touched upon. Again accept trade-off between breadth and depth.

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.*

The answer should at least provide some analysis of a possible reason (if not the principle one) for an identifiable conflict.

(0 marks) *No relevant response.*

AO3

Level 2 (2 marks)
and 3

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 candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.

A coherent argument may be constructed which clearly presents the case for one or more **principal** reasons for the international conflict identified supported by evidence from the case study.

Level 1 (1 mark)

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

A basic argument is presented but may not be convincingly supported by case study material of an international conflict.

(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.

Case studies of conflict should be post 1945 and can be wide ranging; Syria, Mali, Rwanda, Bosnia, Libya, Afghanistan, Darfur, Iraq, Israel / Palestine, etc. Background knowledge of relevance to causes can be credited here.

Other elements of synthesis could include material on mechanisms to resolve conflict, the international bodies involved, globalisation, world economic order, global village, democracy, dictatorships, human rights abuse etc. To be credited at this level the synthesis should effectively address the discussion of factors relating to causes of the conflict selected.

Level 2 (2 marks)

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

There will be an appropriate case study but less detail provided. Synthesis may be less effective and the relevance of material may not be made explicit.

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.*

At this level the relevance of the material used may not be clear.

(0 marks) *No relevant response.*

0 6

'International conflict resolution is unlikely to be effective without the threat of the use of external force.'

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.*
- At this level responses will show a detailed knowledge of attempts to resolve recent (ie post 1945) international [ie: involving more than one nation] conflicts. A good understanding of the use of various mechanisms of conflict resolution (eg mediation, use of force, sanctions, boycotts, targeted aid/support) by international bodies could be expected.
- The focus of this question is on understanding the effectiveness of the full range of mechanisms of conflict resolution. This can be demonstrated through the use of examples but maximum marks could be obtained from a generic discussion of these mechanisms alone.
- Knowledge of examples where other mechanisms were used without the threat of force should also be credited but are not essential for maximum marks.
- Case study material used for Q5 is unlikely to be relevant unless it demonstrates clear knowledge of the effectiveness of mechanisms of conflict resolution.
- Level 2 (2-3 marks) *Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.*
- Responses will show less detailed knowledge of the mechanisms used. The response may focus only on one or two mechanisms of resolution.
- 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 least one mechanism in addition to the use of force is identified however there may be some inaccuracies or important omissions.
- (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.*

A clear evaluation of the statement is expected which may or may not include an analysis of a range of recent case studies in which other mechanisms have been used involving both the use and non-use of the threat of force.

The analysis could include a consideration of the factors which contribute to the threat of force being present or absent (such as security council resolutions).

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.*

Some evaluation of the statement should be present; however the analysis may be less comprehensive. Material used could be related to one other form of resolution only or analysis of case studies may not explicitly address the statement.

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.*

Any analysis may be implicit in descriptive material provided and may not lead to a clear conclusion in regard to the statement.

(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 candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

Terminology and case study material used appropriately to structure a coherent argument regarding the effectiveness of mechanisms of conflict resolution with or without the use of force.

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

Terminology and case study material used to structure an argument regarding the statement but this may lack coherence and supporting evidence.

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

Evidence is not used well but there is an attempt to construct a basic argument which may be rather tangential to the statement.

(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.*

Recent case studies involving mediation could include North Korea (largely unsuccessful due to lack of credible force); Iran (any success due to real threat from US or Israel); Syria and Ukraine (both no credible threat). The same case study as used for Q5 could be credited provided that the focus is on the effectiveness of mechanisms of resolution in this case rather than the reasons for the conflict.

It is possible for maximum marks to be obtained without reference to specific case studies. An understanding of more generic political, economic or cultural factors could be expected.

Comparative material on the role of international bodies such as the UN, EU, NATO, Arab League, African Union etc can be credited here if relevant. Material from other areas of the specification such as Globalisation, trade, human rights etc can be credited if relevant to the statement.

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.*

Some links to other areas and/or appropriate use of case studies. Relevance may not be so explicit.

Level 1 (1-2 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.*

Case study or other material may not be used effectively. Material may be tangential to statement.

(0 marks) *No relevant response.*

Section B – Active Citizenship

Note: Throughout this section the level of response will be determined by evidence of knowledge and understanding gained from research carried out and how this is linked to knowledge of other areas.

Internet Activism – Statements made by 38 Degrees

38 Degrees is one of the UK's biggest campaigning communities, with over 2.5 million members. Through the power of the internet, 38 Degrees members link up with each other, discuss, and then vote to decide on which issues they should campaign on together. Anyone can be a 38 Degrees member.

They state on their website:

“38 Degrees puts power into people’s hands. We are helping to strengthen democracy by giving 38 Degrees members a new way to be involved in politics. We want to be more than just voters – we want to ensure our voices are heard all of the time, not just once every five years, at general elections.

38 Degrees is the angle at which an avalanche happens. Together, we take action to hold powerful people and organisations to account.”

38 Degrees members use many different tactics to bring about change, such as signing petitions, emailing or phoning MPs, and contributing towards funding newspaper advertisements about campaigns. Members get together to get their voices heard face-to-face: for example, by meeting up locally to hand petitions to MPs, or organising discussions about the issues of the day.

0 7 Examine arguments for **and** against the use of e-petitions in campaigning. **[15 marks]**

AO1

Level 3 and 2 (2 marks)

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

Responses will clearly indicate some detailed knowledge of the use of e-petitions. This could be by 38 Degrees, the UK government or any other organisation. This should go well beyond that in the source and the pre-release material.

Level 1 (1 mark)

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

Responses will show a more limited understanding of the use of e-petitions generally. Knowledge is expected to go beyond that in the source and the pre-release material.

(0 marks)

No relevant response.

AO2

Level 3 and 2 (2 marks)

The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.

Students will effectively analyse and evaluate the use of e-petitions in one or more campaign by at least one organisation.

Level 1 (1 mark)

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

Responses will have some analysis of the use of e-petitions. This may be rather generic but should contain at least one evaluative point.

(0 marks)

No relevant response.

Analysis and evaluation of the use of e-petitions is completely absent.

AO3

Level 3 (4-5 marks)

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

The answer should show a clear structure which uses appropriate terminology and researched material to outline the arguments for **and against** the use of e-petitions. **More than one valid point for and against** is expected for this band. One point may be well developed or several may be covered in less detail. Maximum marks would assume well developed arguments for and against.

Valid points **for** could include –

- Much quicker & easier than conventional petition
- Able to respond to events quickly
- Those people who express an interest could find out about a range of petitions available.
- Young people are more likely to participate in an internet based campaign (a rather ageist assumption).

Valid points **against** could include –

- The relative ease of 'clicking' an e-petition.
- The potential for unconsidered responses.
- Multiple 'signatures' from those with several e-mail accounts, although 38degrees do try to control for this in their membership details.
- E-petitions not taken as seriously as traditional forms by politicians and public.

Although some of the criticisms could apply to all forms of petition to be regarded as valid at this level it should be made explicit why the issue is greater with e-petitions.

Maximum marks could be obtained by reference to e-petitions by organisations other than 38 degrees (UK government for example).

Additional credit can be provided when a student effectively draws on their own experience of e-petitions both as petitioner and as organiser of a campaign.

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

Terminology and/or research (including reflection on own or others experience of e-petitions) is used to outline the above or other valid arguments. Either at least one valid point for and against or a well-developed case for or against is expected for this band. One point may be better developed or several may be covered in less detail.

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

At least one valid point for **or** against is expected.

(0 marks) *No relevant response.*

AO4

Level 3 (5-6 marks) *Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Responses should refer to overarching citizenship themes such as how citizens can making a difference, hold representatives to account, influence the political process and the nature of different forms of democracy (eg: direct and representational).

Comparative references to the use of alternate campaign methods (including other forms of petition) could be expected here, as could material with a historical dimension on how campaigning has changed. Effective use of case studies of specific campaigns may also be expected but it is not to be regarded as essential for answers at this level.

Some synthesis of knowledge from other units regarding pressure groups, NGO's and think tanks could be expected. The concept of informal pressure introduced in this unit may also be credited here.

Level 2 (3-4 marks) *Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Answers will show two or more elements of the above examples of synthesis. For example they may make use of specific case studies and compare campaign methods.

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

Answers will show at least one element of synthesis as outlined above, the extent to which this is used effectively could determine the marks awarded.

(0 marks) *No relevant response.*

0 8 Discuss whether internet activism weakens or strengthens democracy. **[25 marks]**

AO1

Level 3 (3 marks)

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

Students are expected to have a detailed knowledge of the activities of at least one organisation using Internet Activism. This could be one in greater detail or less detailed knowledge of a range of examples.

At this level they could also be expected to show a clear understanding of what distinguishes this from other forms of activism.

Level 2 (2 marks)

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

Responses will clearly indicate some knowledge of Internet Activism. This could be by 38 Degrees or any other organisation. This should go well beyond the information in the source material provided.

Level 1 (1 mark)

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

A basic understanding of what internet activism is should be evident. This may be by the use of examples however the material used should go beyond that provided in the source materials.

(0 marks)

No relevant response.

No clear understanding of the nature of Internet Activism and material may just be recycled from the source.

AO2

Level 3 (3-4 marks) *The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.*

At this level there needs to be a detailed analysis of the relationship between Internet Activism and democracy. The answer may focus exclusively on one form of democracy or may discuss various forms.

This may take the form of an evaluation of the strengths and limitations of various campaigns in which Internet Activism has been used or it may focus in depth on the activities of a single organisation such as 38 degrees or the UK government.

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

There is some analysis of evidence and an evaluation of at least one relevant campaign. The relationship with democracy should be explicit.

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

There is some analysis but the relationship with democracy may not be made explicit.

(0 marks) *No relevant response.*

AO3

Level 3 (7-9 marks)

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

At this level a well structured argument is expected that clearly addresses the extent to which Internet Activism can be regarded as strengthening or weakening democracy. Answers may present an argument for one case or both, reaching a conclusion which could be clear cut or more nuanced.

It may be argued that organisations such as 38 degrees are strengthening democracy by involving a wider range of people in the political process and enabling the views of thousands of ordinary citizens to be expressed.

On the other hand it could be argued that by bombarding decision makers with e-petitions and pro-forma letters dilutes the democratic process and enables a few individuals to influence the way in which lobbying works.

Stronger answers may qualify their argument with reference to different types of democracy or compare the situation in less democratic societies and dictatorships in which Internet Activism takes a more dangerous form with more risk for the activists involved.

The points made above are indicative only and are not to be regarded as a requirement for maximum marks.

Additional marks can be provided for appropriate use of the students own experience of using Internet Activism or of participation with organisations that do.

Level 2 (4-6 marks)

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

Terminology and research, which could also include reflection on own and others experiences of Internet Activism, is used appropriately to structure an argument that addresses the question. Some of the points introduced in level 3 above (or others) may be alluded to but are unlikely to be expressed so coherently. Alternatively one or two points may be developed in some depth. A clear conclusion may not be reached at this level.

Level 1 (1-3 marks) *There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

An attempt is made to construct an argument. This may not be evidence based and may be tangential to the question.

(0 marks) *No relevant response.*

AO4

Level 3 (7-9 marks) *Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Responses should refer to overarching citizenship themes such as democracy and the distribution of power in the UK, as well as pressure groups from unit 2. Forms of participation in the democratic process, representation and accountability from unit 3 could also be expected at this level. These may be used to support the case for or against.

Case studies of campaigns and organisations using Internet Activism should be credited here provided that they are supporting the arguments presented.

Stronger answers may contextualise this in global terms by reference to different forms of democracy (and lack of democracy) and the differential impact of Internet Activism in diverse societies.

As with AO3 these points are indicative of what could be expected at this level rather than a requirement. One or two of the above could be developed.

Level 2 (4-6 marks) *Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Answers will show some ability to synthesise material from one or more of the areas indicated in level 3 above. The response may be more limited to one aspect or a more superficial consideration of several areas.

Level 1 (1-3 marks) *Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Case study material used may lack relevance or the links with other areas of the specification may be rather tangential to the question.

(0 marks) *No relevant response.*

OR

International Development Aid

The UK government has now reached its controversial target of spending 0.7% of gross national income on international aid; last year the total exceeded more than £11.2 billion.

However, the Daily Mail reported that the recipients of British overseas support included nearly all the countries which have the most serious problems with bribery and abuse of power. The newspaper found this information by analysing the annual index of global corruption compiled by Transparency International. In 2012 the UK donated £86.8 million to help people in Somalia, the country ranked the most corrupt nation in the world. Afghanistan, rated third on Transparency International's list, received £200 million in British Aid.

In many cases, the UK government channels aid money via charities and NGOs rather than giving it directly to the recipient countries' governments in an attempt to prevent it from being stolen by corrupt officials.

A spokesman for the Department for International Development said: "Stopping terrorism, money laundering and tax evasion in the world's most dangerous places is firmly in our own national interest. Fighting poverty and corruption will help to end aid dependency more quickly."

0 9 Examine the case **for** maintaining the UK's current level of funding for International Aid. **[15 marks]**

AO1

Level 3 and 2 (2 marks)

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

Responses will clearly indicate a depth of understanding regarding the context and content of the debate regarding the UK's contribution to Overseas Aid. This should elaborate on the material in the source.

Some ~~_**detailed**_~~ knowledge of the work of the Department for International Development (DFID) ~~**may**~~~~**could**~~~~**also**~~ be expected.

Don't penalise any confusion between GNI, GDP and GNP as different sources refer to different criteria (GNI is correct).

Level 1 (1 mark)

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

Responses will show a more limited knowledge of the debate or the work of DFID. The points made could be those found in the source but there should be some elaboration or evidence of wider knowledge.

(0 marks)

No relevant response.
Source material may be repeated verbatim without evidence of additional knowledge.

AO2

Level 3 and 2 (2 marks)

The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.

Students are expected to provide an analysis of the work of DFID and /or an examination of the reasons given for providing overseas aid. Specific cases involving international aid may also be analysed. An elaboration on the points made in the source is expected.

An effective evaluation of the case for maintaining the UK's contribution is also expected.

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

Some relevant analysis of specific examples or the generic work of the DFID is expected that does not simply repeat verbatim the points made in the source.

(0 marks) *No relevant response.*

AO3

Level 3 (4-5 marks) *The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate, the response indicates an outstanding ability to recognise and draw upon the candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

The answer should show a clear structure which uses appropriate terminology and researched material to present a reasoned evaluation of the arguments for maintaining the contribution.

The case for could feature

- Need to meet international obligations and promises made at Gleneagles summit in 2009.
- Benefits to UK economy in medium to long term of increased trade from developing countries.
- Political benefits to UK in terms of increased global influence, so protecting national interests.
- Enhanced national security, in particular in regard to international terrorism.
- Reduction of global inequalities which could create international instability.
- Moral and legal arguments.

Other valid arguments in favour and criticisms of them should be credited but not direct arguments against (eg: UK cannot afford contributions, or money should be spent on something else).

At this level answers should critique the points made and not simply present the case for.

Credit can be given for appropriate reference to the student's participation in debates, charity work and campaigning on global issues.

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

Terminology and/or research (including reflection on own experience) is used appropriately to present a coherent argument in support of maintaining the contribution. At least two valid points for could be expected or a single point particularly well developed.

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

At least one valid point for is expected.

If the argument focuses entirely on the case against then no marks should be awarded.

(0 marks) *No relevant response.*

AO4

Level 3 (5-6 marks) *Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Responses could be expected to refer to overarching themes such as the role of government from unit 2, the global village from unit 3 and globalisation from unit 4.

Case studies of use of aid can also be credited here (but not if directly reproduced from source material). Any relevant knowledge of the work of NGO's or other groups can be credited.

Stronger answers may point out the potential bias of the newspapers reporting the story. The Daily Mail in particular has been a persistent critic of the aid target. It may also be pointed out that the claim that UK aid is going to corrupt governments is rather misleading as most is channelled through NGO's operating in those countries.

Level 2 (3-4 marks) *Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Answers will focus on one or two synoptic themes such as those identified above.

- Level 1 (1-2 marks) *Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*
- Answers will attempt to use at least one researched case study or theme from other areas of the specification.*
- (0 marks) *No relevant response.*

1 0

Discuss the claim that overseas aid can be an obstacle to social, economic and political development in poorer countries.

[25 mark**AO1**

Level 3

(3 marks)

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

Students are expected to demonstrate a clear understanding of the debate concerning aid as an obstacle to development from their research. Some knowledge of the impact of barriers to trade (such as EU and US agricultural agreements) could be expected at this level. Knowledge may also be demonstrated by reference to examples of aid dependency, the work of NGO's and the mechanics of overseas aid from governments of donor countries which can tie the recipient countries into trade agreements which damage domestic industries or inhibit trade with other countries.

Knowledge of ways in which overseas aid actually promotes social and economic development can also be credited here. This may be in the form of case studies.

Level 2

(2 marks)

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

Answers may be partial and focus on knowledge regarding one side of the debate only. There may be a lack a clear understanding of the ways in which overseas aid can be an obstacle for development and less familiarity with the debate. Some understanding that aid can lead to dependency and not contribute to economic or social development could be expected at this level.

Level 1

(1 mark)

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

There should be some knowledge of relevance to the debate which is not reproduced from the source. The student may not demonstrate much understanding of the debate and the issues involved.

(0 marks)

No relevant response.

AO2

Level 3 (3-4 marks) *The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.*

A detailed analysis of some of the ways in which international aid can inhibit and promote development in recipient countries is expected at this level. The points below are indicative only and there may be at least two valid points developed or more covered in less detail. Answers at this level do not have to include a balance of for and against points.

Aid can be an obstacle to development when

- Aid dependency means that a poor country comes to rely on overseas aid to meet its basic needs.
- It is tied into a trade agreement which involves the sale of goods from the donor countries thus reducing the recipients ability to produce these goods themselves
- It is in the form of (or linked with) loans which inhibit the capacity of the donor country to control its own economy
- It inhibits a country from developing its own production base for goods and services.
- Technicians and professionals from donor countries provide direct support / services rather than training.
- It is part of an agreement to exploit the natural resources of the poorer country in ways that take the control of the resources away from the local population.

Aid can promote development when

- It helps that country to develop forms of governance and institutions that provide social as well as economic development
- It helps countries overcome aid dependency by supporting local industries owned and run locally
- It involves training and support for education
- Infrastructure meets local needs rather than those of a small sector of the population.

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

There may be a more superficial analysis of the disadvantages and/or benefits of overseas aid for poorer countries. At least two valid evaluative points could be expected.

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

Analysis of at least one clear benefit or disadvantage.

(0 marks) *No relevant response.*

AO3

Level 3 (7-9 marks) *The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate, the response indicates an outstanding ability to recognise and draw upon the candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

At this level the answer should show a clear structure which is logical and which uses appropriate terminology (eg: LEDCs, MEDCs) and clearly articulates a coherent argument that addresses the claim that overseas aid can be an obstacle to development. This should be evidenced by critical analysis of the drawbacks and/or disadvantages of aid for recipient countries.

Arguments may be presented that support or refute the claim or a more nuanced discussion may be provided. For example it may be argued that aid often benefits some groups within recipient countries, sometimes at the expense of the poor or less powerful. It could be argued that international aid from governments (as distinct from charitable aid) was always intended to benefit the donor countries in order to justify using taxes from the citizens in wealthier countries.

Ideally both economic and social aspects of development will be considered but maximum marks should still be possible for well-argued answers which focus exclusively on one or the other aspect.

Evidence from the student's own participation in campaigning on global issues or fund raising can be credited if used to support a valid argument. Students may also have organised debates or conducted surveys of their peer's attitudes to the aid debate which may be used in constructing an argument.

Stronger answers may point to a tendency to see the debate from the perspective of Western Democracies rather than from that of those living in what has been labelled as the 'under-developed world'. The assumption that development on the western model is necessarily the best thing for the rest of the world could also be questioned. The use of the term 'progress' may also be contested.

Level 2 (4-6 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.*

Terminology and research (including reflection on own or other's experience) is used appropriately to structure a discussion in relation to the statement.

At this level the student may not engage fully with the debate, there may be less evidence that they considered the issues involved as part of their research and their capacity to appreciate both sides of the debate may be limited. Conclusions drawn may be rather one-sided and perhaps over simplistic. Any awareness of ethnocentrism may be lacking.

Level 1 (1-3 marks) *There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

An attempt is made to discuss one or more issues arising. The student may not appreciate the way in which aid could be considered to present an obstacle to development. Conclusions may be based on assertion rather than evidence and show lack of balance.

(0 marks) *No relevant response.*

AO4

Level 3 (7-9 marks) *Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Responses could refer to overarching citizenship themes such as theories of globalisation, economic power and the world economic system including the global issues of poverty, ethical trade, inequality, causes of international conflict and the use of targeted aid as a mechanism of conflict resolution.

Students may also be credited here for relevant material on the role of international bodies such as the WTO, World Bank, G8, UN, EU; NGO's, pressure groups and charities (eg Oxfam, Make Poverty History). Relevant material from other subject areas such as Development Studies, Geography, and Economics etc may also be used.

The effective use of case studies, from own research or other areas of the specification can also be credited here.

Credit may be given for the appropriate use of critical concepts from other subject areas such as; ethnocentrism, neo-colonialism, discourse analysis, imperialism and others.

Level 2 (4-6 marks) *Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Two or more developed examples of synthesis from other specification areas identified above or the student's research can be expected at this level.

Level 1 (1-3 marks) *Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

At least one effective example of synthesis is needed.

(0 marks) *No relevant response.*

ASSESSMENT OBJECTIVE GRID

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