



A-LEVEL

Citizenship Studies

CIST2 Unit 2 Democracy, Active Citizenship and Participation
Mark scheme

2100
June 2016

Version 1.0: Final Mark Scheme

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.

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A: Making a difference

Total for this section: 30 marks

0 1 Briefly outline **one** key point in favour of the UK remaining a member of the EU. **[5 marks]**

AO1

Level 3	(4-5 marks)	<p><i>Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples are used to relate knowledge and understanding to citizenship issues.</i></p> <p>The response will clearly identify one key point which may be based upon the source or from their background knowledge. The point will be well developed and contain clear evidence as to why it is a key point. For example if the point is based upon those in the source the following development should be expected:</p> <p>Freedom of movement may be related to ability of UK to attract skilled workers from other EU countries and thereby increasing our economic wealth as well as the ability of UK citizens to work, live and holiday within the EU without restrictions; in regard to consumer rights the EU ensures there is a level playing field when either selling goods within the EU or purchasing goods from within the EU; it also ensures the quality and safety of the food we eat as this is important as we are a net importer of food; by working with other police forces the UK is a safer place and it is now easier to bring criminals to justice even when they move countries. Other acceptable points could relate to the advantages to UK businesses of trading in a single market.</p>
Level 2	(2-3 marks)	<p><i>Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.</i></p> <p>The response will select one point either from the source or background knowledge of the topic. Some attempt to outline why this should be considered a key point. There should be some attempt to develop the point being made by using correct knowledge about the EU beyond the information contained in the source.</p>
Level 1	(1 mark)	<p><i>Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.</i></p> <p>Partial account that may be based upon one or more partial points from the source indicating limited knowledge and understanding of what is a key point in favour of the UK's membership of the EU. The partial point(s) being made may not be based upon the sources and could relate to more general points about cooperation and peaceful coexistence.</p>

(0 marks) No relevant response.

0 2

Explain why some citizens are concerned about the UK's membership of the European Union.

[10 marks]

AO1

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

The response will indicate a clear understanding of a range of issues (three outlined or two well developed) that some UK citizens are concerned about regarding our membership of the EU such as:

Decisions being made by the EU that impact on the UK economy and way of life

Transfer of powers from the UK to the EU

Lack of UK political sovereignty in certain policy areas

The ability of the EU to make policy which is opposed by the UK government

The freedom of movement of EU citizens which has led to an increase in migration to the UK.

The above list is not exhaustive and other valid examples may be credited.

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

Some knowledge shown of a limited number (one or two outlined) of concerns about the UK's membership of the EU and may rely upon the source. Some points are less well developed than others, limited attempt to link the points being made into a coherent argument.

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

Little knowledge demonstrated of any key issues that concern UK citizens about our membership of the EU. Only some of the points made will be valid and some may not directly relate to the EU.

(0 marks) No relevant response.

AO2

- Level 3 (3 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*
- The response develops a clear set of points regarding why some UK citizens are concerned about the UK's membership of the EU.
- Each point will be supported by evidence and indicate some conceptual understanding of the issues involved and will seek to explain the nature of the concerns regarding each issue. The response does not have to indicate the validity of the concerns only their background.
- Level 2 (2 marks) *The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*
- The response will demonstrate some understanding of a few key points that can be made regarding the UK's membership of the EU. The points being made will not always be well developed or supported by evidence. The response will not develop into a coherent or structured argument.
- Level 1 (1 mark) *The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.*
- Limited attempt to identify one or two issues relating to our membership of the EU but the points made are not developed into a coherent argument and may deal with non EU issues.
- (0 marks) No relevant response.

AO3

- Level 3 (3 marks) *A range of relevant evidence is selected and organised which forms the basis of the arguments being presented.*
- Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*
- The response should include correct reference to key terminology associated and concepts relating to the European Union.
- Level 2 (2 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship*

participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.

There may be some attempt to include some correct terminology.

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

Limited use of correct terminology regarding the EU.

(0 marks) No relevant response.

0 3

‘The power of newspapers and television to influence political attitudes is declining.’

Critically assess this statement.

[15 marks]

AO1

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

The response will offer a clear account of the view that newspapers and television help form political attitudes. Several examples will be mentioned relating to both newspapers and television. Responses may mention the concept of impartiality in regard to television. The role today of other forms of media both new e-media and social media formats may be mentioned. Some knowledge may be demonstrated through the use of case studies.

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

The response may focus on only one form i.e. newspapers. The evidence presented may relate to case studies. Limited attempt to mention other means of creating political opinion. Some attempt to relate to the power now of e–media and social media. Some knowledge of the claimed power of the media i.e The ‘Sun wot won it’.

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

Limited knowledge indicated of what constitutes newspapers and television. Answers may incorporate mention of the e-media or social media but only as a comparison to the traditional media. Some attempt to outline some examples of the types of issue that are linked to media forming political opinion e.g. Daily Telegraph and MPs' expenses scandal.

(0 marks) No relevant response.

AO2

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

A clear assessment will be made concerning the proposition regarding the role of the newspapers and television in forming political attitudes.

A range of evidence will be presented and a judgement will be arrived at. The response should mention that there are a range of factors other than newspapers and television that influence political opinion.

The term, 'declining' within the question implies that the response will draw upon evidence that spans a reasonable time period.

The traditional view was that newspapers did heavily influence political opinion and they often promoted this view themselves. With the emergence of television with its political impartiality, it is claimed that the importance of newspaper influence has declined.

Responses will discuss the role and importance of the new e-media formats and the concept of instant news and opinion, and may mention concepts such as citizen journalists where people see news events live and therefore are able to form their own opinions and judgements about events.

A conclusion will be reached based upon the evidence and arguments presented.

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

Some attempt to offer a range of points assessing the importance of both forms of media. The basis for any conclusions derived from the points being made may lack depth of supporting evidence. A conclusion should be arrived at but may lack depth of supporting evidence.

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

Limited response with little or no attempt to accept or challenge the validity of the statement. What evidence is presented is not collated into

any clear conclusions may lack a clear understanding of the importance of the term traditional media.

(0 marks) No relevant response

AO3

Level 3 (3-4 marks) *A range of relevant evidence is selected and organised which forms the basis of the arguments being presented.*

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

Students may relate this response to their own activities/studies. The examples used may also relate to the role of the traditional media in their own local community. NOTE it is not requirement to demonstrate this in order to gain the marks indicated in the generic descriptor, but if such evidence is provided it should be rewarded. The correct use of key terminology should be rewarded.

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

There may be some attempt to relate the response to the experiences of the student. Some use of key terminology, clear understanding of the term traditional media.

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

Limited references to the student's own experiences/studies. Limited use of correct terminology, limited understanding shown of the meaning of the term traditional media.

(0 marks) No relevant response.

0 4

There have been many suggestions made to encourage more people to vote in elections.

Assess the possible impact of any **three** of these suggestions.

[15 marks]

AO1

Level 3 (5-6 marks)

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

The response will clearly demonstrate a wide range of knowledge regarding voter participation in elections at all levels of government. Three clear suggestions will be outlined and may include the following:

- Lowering the voting age to 16 as suggested by some political parties. Reference may be made to the Scottish Referendum of 2014 and the lowering of the voting age to 16 and its impact regarding turnout.
- Compulsory voting; as used in several countries including Australia.
- Changing the voting system, again mention may be made of the recent unsuccessful referendum to change the UK general election voting system and the outcome of the 2015 General Election.
- Allowing internet voting.
- Allowing voting to take place over several days or extending voting hours, mention may be made of the experiment in local government elections regarding these proposals.
- Increased postal voting.
- All other valid suggestions should be awarded provided they meet the criteria regarding increasing voter turnout. Suggestions that include for example any form of bribery are not acceptable as they are illegal.

Level 2 (3-4 marks)

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

The response will clearly indicate some knowledge of recent trends in voter participation and may focus on young people. The account will show some understanding of current voter participation. At least two suggestions will be discussed. The account will attempt to discuss some of the suggestions in depth. Examples may include: lowering the voting age, making voting compulsory, longer voting hours, voting

online.

Level 1	(1-2 marks)	<p><i>Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.</i></p> <p>Limited knowledge demonstrated regarding either voter participation in elections or suggested changes to increase participation. The response may focus on only one or two possible suggestions for example. The response will show limited understanding of current methods of voter participation and will draw upon a limited number of case studies.</p>
	(0 marks)	No relevant response

AO2

Level 3	(4-5 marks)	<p><i>The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</i></p> <p>The response will clearly demonstrate a wide range of knowledge regarding voter participation in elections at all levels of government. Stronger responses may also relate to the 2014 Scottish referendum which contrary to all other recent elections saw a massive turnout, regeneration in political debate and an increase in young people's participation in politics. The response will cover three ideas for increasing voter participation and assess their likely impact. Each suggestion will be critically assessed. Stronger responses will discuss the nature of the entire political process and the long term decline in traditional party political activity in the UK and the more recent rise in fringe and single-issue groups as well as the growth in political participation via pressure groups. The role of new e-media formats may be discussed.</p> <p>The evidence presented will develop into a clear and compelling critique.</p>
Level 2	(2-3 marks)	<p><i>The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</i></p> <p>At least two suggestions will be mentioned but not all will be fully developed or assessed. The account may be imbalanced and lack a depth of knowledge-based evidence. Some of the likely impacts of these ideas will be discussed. A conclusion will be indicated in regard to each of the points made but often this will not be fully reliant upon the evidence presented.</p>
Level 1	(1 mark)	<p><i>The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.</i></p>

Limited attempt to assess the likely impact regarding any suggestion made. Conclusions or statements will be made which are not fully supported by the evidence that is presented. Points made will lack a coherent evidence base. The overall response will lack a clear structure and there may be an imbalance between the points being made in relation to their importance to the core argument about increasing participation.

(0 marks) No relevant response

AO3

Level 3 (3-4 marks) *A range of relevant evidence is selected and organised which forms the basis of the arguments being presented.*

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

Students may relate this response to their own experiences about their local community and local or central government. The correct use of a range of key terminology should be rewarded.

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

The account should use a range of correct terminology relating to politics and elections. Responses may make use of case studies and/or the student's own involvement.

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

Some use of correct terminology associated with political participation and elections.

(0 marks) No relevant response.

Section B: Active Citizenship

Total for this section: 60 marks

0 5 Outline why a citizenship activity you have undertaken was a form of ‘active citizenship’.
[5 marks]

AO3

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

The response will clearly relate to the student’s own active citizenship participation in a citizenship activity/task. The nature of the activity/task will be outlined. The active citizenship element will relate to how the task led to action which was trying to make a difference. All four elements of the question are answered:

1. A citizenship activity/task identified
2. Indication of the student’s involvement in the activity
3. Indication that the task relates to Active Citizenship
4. Clear reasons stated as to why the task was a form of Active Citizenship

Award one mark for each of elements 1 to 3 and a maximum of 2 marks for element 4 = Total of 5 marks.

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

Some attempt to outline a citizenship activity/task that has been undertaken. Some point(s) made regarding active citizenship which are either not fully developed or not directly related to the activity /task outlined.

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

A limited attempt to address either of the key elements of the question i.e. outline a citizenship task they have undertaken or explain why it is an active citizenship task.

(0 marks) No relevant response

0 6

Regarding a citizenship activity you have undertaken, what could you have done differently in order to improve the outcome?

[15 marks]

AO2

Level 3 (3 marks)

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

The response clearly relates to an activity the student has undertaken. The response will clearly identify and describe the outcome of the activity/task.

The activity will clearly be citizenship related.

Level 2 (2 marks)

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

The response will identify an activity with which the student was involved and briefly outline the nature of the task.

Level 1 (1 mark)

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

The response relates to a citizenship activity in general terms.

(0 marks) No relevant response

AO3

Level 3 (9-12 marks)

A range of relevant evidence is selected and organised which forms the basis of the arguments being presented.

Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the student's own experiences in relation to citizenship participation.

The response should be legible with few, if any, errors of spelling, punctuation and grammar.

Good rationale shown for the suggestion being put forward. The suggestions will clearly relate to the nature of the task described. The response will explain fully the likely impact upon the outcome of the task of the points being made. The response will also indicate how these changes would improve the outcome.

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

The response will offer an account in regard to potential changes that could have been made. There will be limited analysis of the likely impact of any proposed changes upon the outcome of the activity.

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

Little or no attempt to explain what changes could have been made or the likely impact of such changes upon the outcome.

(0 marks) No relevant response.

0 7

How would you organise a campaign against a proposed superstore development in your local area?

Justify your choices of action and discuss their possible impact.

[15 marks]

AO2

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

The response will be based upon a scenario suggested by the student relating to the superstore planning proposal in their local area. The examples of actions that could be taken will relate to a locally based campaign. The response may include references to the student's own participation in local campaigning. A range of courses of action will be outlined which together form a coherent campaign. Topics like membership, media coverage, targeting local decision makers, forms of publicity, celebrity endorsement, fundraising and national networking may be mentioned.

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

The response will contain a number of examples of actions local campaigners could take. References may be made to case studies of actions taken by others. The response may rely upon the source

material.

Level 1 (1 mark)

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

A limited number of general points will be made regarding campaigning, they may not entirely focus on local campaigning.

(0 marks)

No relevant response.

AO3

Level 3 (9-12 marks)

A range of relevant evidence is selected and organised which forms the basis of the arguments being presented.

Arguments are clear and logical and the response uses appropriate citizenship terminology.

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

The response will present a clear range of ideas about various methods citizens could use in regard to a local campaign. The methods outlined must relate to a campaign about a superstore and their own locality and not be totally generic standing alone from the scenario set out in the source. Students may refer to their own participation or case studies that formed a part of their course. There will be a clear justification offered regarding the choice of action and its likely or intended impact. Both elements of justification and discussion regarding the impact will be present in the response.

Level 2 (5-8 marks)

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

The response will contain a number of ideas or case studies and attempts to indicate how differing methods may be successful in achieving their goals. The response may relate to the students own active citizenship participation. Some attempt to link the examples used to a superstore development or their own locality.

Level 1 (1-4 marks)

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

Limited attempt to draw the ideas together into a clear account of how individual citizens or groups actions would make an impact regarding a superstore development or related to the students own locality. Limited reference to the students' own Active Citizenship work.

(0 marks) No relevant response.

0 8

'Young people do not get involved in the political process.'

Critically assess this claim.

[25 marks]

AO3

Level 3 (17-25 marks) *A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

A fully developed response that assesses both aspects of the question. Arguments are equally valid if supported by corroborating evidence for either viewpoint that they are interested or involved or not in the political process or political issues.

Evidence regarding the formal political process may relate to voting, joining political parties or pressure groups. The evidence shows that political parties have been suffering from a declining membership for some years. Others may challenge this by stating the growth in membership for the Green Party and the SNP. The 18-25 age range have traditionally been the least inclined to vote in elections, this may be countered by the 84.59% turnout in the Scottish Referendum in 2014 where 16 and 17 year olds were allowed to vote. Some may mention the way in which both the Labour and Liberal Democrats wish to lower the voting age to 16.

Discussing the informal political process and political issues responses may mention the growth of influence of social media and the way in which young people use this media to discuss and take part in political discourse. Websites like 38 Degrees and Shout Out UK provide a platform for this involvement. Mention may be made of the growth in membership of pressure groups in the UK who campaign on single issues.

The response will draw together the evidence and present a series of clear conclusions. Students may draw upon case studies from their own community or their own active citizenship participation or from their course studies.

Up to the mid-point of this range the response will be well structured and will present a case and a range of evidence regarding both aspects of the question. The response will draw a number of conclusions based upon the evidence presented. Good use of case studies and evidence to support the points being made.

Level 2 (9-16 marks)

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

The response at this level will cover both aspects of the question but the evidence included will be less well developed and the analysis will be limited. The account at this level should clearly distinguish between the two elements of the question i.e. the formal political process, voting, joining political parties and pressure groups, and the political issues, which may be referenced to contemporary issues and short-term involvement like using social media. The account will tend to be more discursive than analytical and be imbalanced in regard to the two elements of the question. A limited number of case studies or scenarios or formal evidence may be included in the response.

Up to the mid-point of this level the response will contain a range of examples of political activity and political issues but the response will lack a clear coherence in regard to the thrust of question in regard to the extent to which young people are involved.

Level 1 (1-8 marks)

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

The response will contain a limited range of points and will be imbalanced regarding the two aspects of the question. The points made will not form a coherent argument. Limited analysis of the evidence that is presented in regard to either political involvement or political issues.

Up to the mid-point of this level the response will contain a very limited amount of evidence about either young people's involvement in the political process or with political issues. The response will lack a clear structure and conclusion.

(0 marks)

No relevant response.