



A-LEVEL

Citizenship Studies

CIST3 Unit 3 Power and Justice

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: Crime, Justice and Punishment

Total for this section: 40 marks

0 1

Examine the role of the Crown Prosecution Service.

[15 marks]

AO1

Level 3 (3-4 marks)

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

Students, in examining the role of the CPS, may discuss it in terms of charging and prosecuting the suspect, with possible reference to the CPS examining the file of evidence and statements passed to them by the police and will apply both the evidential and public interest tests in order to decide whether to charge the accused.

At this level this role, maybe, clearly contrasted with that of the police in charging a suspect, such as interviewing the suspect and potential witnesses, gathering of evidence and recording statements prior to making a decision to refer the evidence against the suspect to the CPS for charging with appropriate offence(s).

Students should identify the job of the CPS to decide to proceed, determining the charge and informing the police. If the CPS decides not to charge, then the case is discontinued. If a charge is made then the role of the CPS in preparing and presenting the prosecution case in Court should be noted.

Level 2 (2marks)

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 at this level may cover a more limited examination of the responsibilities of the CPS; or where there is a wider examination, this is lacking in depth.

The knowledge demonstrated at this level may typically discuss the CPS in terms of deciding if a suspect should be charged, and if so with which offence. Knowledge of the tests by which decisions are made may be superficial.

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.

Lower level responses will show a basic knowledge and understanding of the issues raised by the question and there will be little analysis. The knowledge demonstrated at this level may typically confuse the role of the CPS and the police, with little precise understanding of key elements such as the evidential and public interest tests.

(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 the response may consider the reasons why the CPS was formed in 1986 and the question of the need for an independent body to examine the evidence prior to a prosecution. This may be linked to the wider issue of the role of the CPS isn't performed by the police. Responses may also include issues such as delay and loss of files in liaison between the police and the CPS, codes of practice for the CPS, the criticism of the CPS on failing to filter out weak cases, plea bargaining and its effects. Students may also consider the accountability of the CPS.

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

Students will begin to show a developed response, either through in-depth analysis of a more limited range of examples or a response of limited depth but with a greater range, which may well demonstrate a clear understanding the different roles of the CPS and police.

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.*

At the basic level, answers will have a limited range of examples with limited attempts at analysis, perhaps demonstrating a lack of clarity with regard to the respective roles of the CPS and police.

(0 marks) No relevant response.

AO3

Level 2 and 3 (2 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 terminology relating to charging and prosecuting by the CPS. Answers should examine the issues raised by the question and reach an evaluative conclusion. Students may draw upon their own observations from visits/talks, etc.

Level 1 (1 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 elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Answers will have a basic structure and use of terminology: they will contain a basic argument and may lack a conclusion.

(0 marks) No relevant response.

AO4

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

Students will draw upon the concepts of charging and prosecuting an accused citizen. They will draw on examples from a range of citizenship sources and from other areas of the specification and may use materials from other units such as work on Active Citizenship completed for CIST2 or CIST4.

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

Responses will show an ability to link the issues of charging and prosecuting an accused citizen to the sources outlined above.

Level 1 (1marks) *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, answers will show a limited ability to use knowledge and ideas from other areas.

(0 marks) No relevant response.

0 2

Critically evaluate the arguments for **and** against the provision of legal aid for a defendant in a criminal trial.

[25 marks]

AO1

Level 3 (4-5 marks)

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

Students will demonstrate excellent understanding of what legal aid is and how the citizen qualifies for it. The responses will explain that legal aid can help meet the costs of legal advice, family mediation and representation in a court or tribunal and understand that to qualify depends upon:

- The type of case – seriousness of charge and potential consequences for defendant
- Means test - Personal financial circumstances
- Interests of Justice - Widgery criteria
- Students may also highlight examples of when you the citizen may qualify for legal aid:
 - The citizen or their family are at risk of abuse or serious harm, eg domestic violence or forced marriage
 - The citizen is at risk of homelessness or losing their home
 - The citizen has been accused of a crime, face prison or detention
 - The citizen is bringing a case under the Human Rights Act

Students who reference the 2012 Legal Aid, Sentencing and Punishment of Offenders Act (LASPO) should be fully rewarded, whilst such references are not a requirement for a L3 answer.

Level 2 (2-3 marks)

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

Students will display a good knowledge and understanding of legal aid in the UK judicial system and may cover one area in depth but be

lacking in range, or may have a larger range but lack depth. These answers will be typified by an understanding of the range of legal provisions legal aid can cover and the mechanism by which qualification is established, referencing, possibly, means tests but not necessarily the Widgery criteria.

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 response will be of a limited nature and may be lacking in examples, typified by general statements of legal aid being provided for free by the state, in particular for poor people, lacking contemporary knowledge of recent changes to legal aid.

(0 marks)

No relevant response.

AO2

Level 3 (6-8 marks)

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

Students will develop the arguments for and against the use of legal aid in the UK judicial system. This may include discussion of:

- The use of means testing for obtaining legal aid and the impact upon access to justice for all this may have
- Whether the allocation of legal aid, using the interests of justice test (Widgery criteria), does in fact serve the interests of justice
- The issue of how the state both prosecuting and defending a case impacts upon justice
- The quality of representation between cases funded by legal aid and those which are privately funded. For example, they may consider that legal aid cases are taken by younger and less experienced lawyers.

Students will analyse and evaluate the system of legal aid and reach a considered conclusion.

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.

Responses will include consideration of the arguments for and against the use of legal aid in the UK judicial system but may consider a limited range in more depth or a wider range more superficially. There will be analysis and evaluation, but the response may lack a conclusion.

Response at this level may well focus on the economic arguments regarding legal aid.

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.*

Answers will have basic analysis and discussion, perhaps amounting to general points about limiting access to justice for the poorer sections of society.

(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.

The response should show a clear structure which is logical and which uses terminology appropriate to legal aid in the judicial system.

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.*

Answers will show a more limited structure and use of legal terminology appropriate to legal aid in the judicial system.

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

There will be some basic attempts to use terminology and to structure the answer. Students will use language appropriate to legal aid in the judicial system.

(0 marks) No relevant response.

AO4

Level 3	(6-8 marks)	<p><i>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.</i></p> <p>Students will draw upon the concepts of legal representation in the judicial system for a defendant and use examples from a range of citizenship sources. The response should look to ideas from other areas to enable a coherent answer. This may include consideration of materials which link to other areas of study. Students may draw on their own observations from court visits.</p>
Level 2	(3-5 marks)	<p><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></p> <p>There will be a more limited attempt to link to other relevant areas of study.</p>
Level 1	(1-2 mark)	<p><i>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.</i></p> <p>There will be only basic attempts to link to other relevant areas.</p>
	(0 marks)	No relevant response.

0 3

Examine the role of judges within the legal system.

[15 marks]

AO1

Level 3	(3-4 marks)	<p><i>Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples is used to relate and interconnect knowledge and understanding to citizenship issues.</i></p> <p>Students will clearly explain the role of judges within the legal system with reference to the functions they perform. These may include the following:</p> <ul style="list-style-type: none"> • presides over the court (manages the trial & ensures correct procedures are adhered to) • decides any legal issues that arise • determines admissibility of evidence • summarises evidence for the jury • in criminal cases determining an appropriate sentence if the defendant is found guilty
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- in civil cases decides on the award of damages
- in appeal court cases perform a law-making role (statutory interpretation & judicial precedent)
- to remain impartial and independent

Note:

1. Not all of these are necessary for full marks.
2. Other relevant and accurate issues dealt with by a judge will be credited.

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

Students may only partially address the demands of the question. These students may refer to the role of judges without depth of discussion or examples. These answers may focus on the role of presiding over the court, discussing issues of the management of the trial but perhaps not developing the answer beyond this.

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

Students will show a limited understanding of the role of judges and may not include examples. This level of answer may well confuse, at the general level, the role of the judge with that of the jury in determining guilt, and demonstrate a lack of knowledge regarding differing types of judge (part time – recorders, full time High Court etc).

(0 marks) No relevant response.

AO2

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

Students will explicitly develop an analytical and evaluative explanation of the role of judges identified in AO1 by discussing the relevance and effectiveness of judges in relation to the delivery of justice by the UK's legal system. Student responses will include examples and highlight problem areas such as the questions of judicial neutrality and independence.

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

Students will demonstrate some development in their analysis and evaluation of the role of judges either through a narrow range and some depth or broad range and shallow depth. Potentially such responses may consider either judicial neutrality or judicial independence.

Level 1 (1-2 marks)

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

Students will demonstrate limited development in their analysis and evaluation of the role of judges. Examples and a firm conclusion may well be very limited or absent. Responses may be typified by unsupported statements concerning judges being bias against the accused.

(0 marks)

No relevant response.

AO3

Levels 2 and 3 (2 marks)

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

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

Level 1 (1 mark)

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

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

(0 marks)

No relevant response.

AO4

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

Students may draw upon the concepts of judicial independence and neutrality which underpin the role of judges and use examples from a range of citizenship sources. The response should look to ideas from other areas to enable a coherent answer. This may include discussion of justice and the issue of balancing the conflicting interests within society.

Level 2 (2 marks) *Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions. Students will produce work with a more limited attempt to develop their argument with links to a range of citizenship sources.*

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

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

(0 marks) No relevant response.

0	4
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Critically evaluate the advantages **and** disadvantages of the jury system.

[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 is used to relate and interconnect knowledge and understanding to citizenship issues.*

Candidates should consider a range of both advantages and disadvantages of the jury system. These may include:

Advantages:

- Public confidence in the criminal justice system through being tried by one's peers
- Jury equity – jury judgements based on 'fairness' rather than precedent
- Open system of justice - justice being 'seen to be done'
- Secrecy of the jury room – jurors able to make decisions free from outside pressures

Disadvantages:

- Perverse verdicts – juries can make perverse decisions as well as fair ones
- Secrecy of the jury room – a potential disadvantage as the jury does not have to justify their verdict
- Juror competence – a lack of training and understanding of the law, especially problematic for fraud trials (complex accounting arrangements).
- Jurors are potentially vulnerable to ‘nobbling’
- Media coverage – especially in high profile cases media coverage can sway jurors

Note:

The above are examples only and are not prescriptive. Credit other relevant material.

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 will show knowledge and understanding of the issues but still may only consider a more limited range of issues, or else consideration of a greater range will not be in depth.

These answers are likely to identify factors such as ‘justice being seen to be done’ and juror competence, whilst not developing the answers beyond this.

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 and understanding of the issues relating to the jury system. This may include consideration of only one aspect of each issue, or only considering one side of the argument. Responses at this level may well demonstrate limited understanding of the nature of the jury system, perhaps appreciating composition but not role, or vice versa.

(0 marks)

No relevant response.

AO2

Level 3 (6-8 marks)

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

Students, in developing their analysis of the arguments for and against the use of juries may discuss the following:

- The selection of juries - qualifications and vetting.
- The notion of the duty of the citizen protecting both the rights of the defendant and the service of justice may be discussed
- The jury system underpinning democracy and liberty.
- Discussion could include example of perverse verdicts and jury nobbling
- The problem of bias effecting verdicts, especially racism
- the cost to the taxpayer, may also be noted
- Students may also consider alternatives to using a jury, such as in complex fraud cases.

Students should produce a balanced answer that considers both sides of the argument for retaining or disposing of jury trial and students will reach a sound evaluative conclusion based on the evidence adduced in their answer.

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.

Responses will show a more developed response either through in-depth analysis of a more limited range of examples, or limited depth but with a greater range. Such responses may focus on how the 'layman' nature of jurors may undermine their ability to be an effective of the justice system.

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.

Answers will have a limited range of examples which show limited development and lack analysis or a firm conclusion. This may be typified by generalised statements concerning bias.

(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.

Responses will show a clear structure which is logical and which uses legal terminology relating to the jury system. Additionally, there should

be specific reference to case law examples and an awareness of relevant legislation. Students may draw upon their own observations.

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.*

Answers will show a more limited structure and use of legal terminology.

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

Answers will show a more basic ability to use legal terminology and will have a more limited structure.

(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.*

Answers will draw on concepts relating to the use of juries in criminal/civil trials and use examples from a range of citizenship sources. These will include material from court visits made by the students using their observational skills and from cases which have featured in the media. They will relate their answers to the issues arising from the question.

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

Students will use knowledge and ideas from different sources but will be briefer in their response.

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 a more limited ability to use knowledge and ideas from other areas and have a limited response to the issues raised in the question.

(0 marks) No relevant response.

0 5

Explain and comment on the following **two** purposes of sentencing: rehabilitation and reparation.

[15 marks]

AO1

Level 3 (3-4 marks)

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

Students will clearly explain the **two** purposes of sentencing and illustrate each with appropriate examples.

Rehabilitation and reform of offenders – students may explain this in terms of educational programmes, employment skills and training, anger management courses and speed awareness courses.

Reparation - students may explain this in terms of the reparation by an offender to the individual(s) affected by their offence (e.g. meeting the victim in person to apologise) or to society in general (e.g. through unpaid work such as cleaning graffiti or collecting litter).

Credit should be given for answers which link the purposes of sentencing to the Criminal Justice Act 2003.

Level 2 (2 marks)

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

Students may only partially address the demands of the question. These students may refer to only one purpose of sentencing or discuss two purposes, but without depth of discussion or examples. Such answers may well focus upon a purpose accurately without fully developing the explanation, such as not discussing the issue of proportionality in the context of appropriate reparation.

Level 1 (1 mark)

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

Students will show a limited understanding of the purpose of sentencing and may not include examples. Such answers may be typified by very general statements referring to the need to punish criminals. They may also include mention of differing sentences without any commentary.

(0 marks) No relevant response.

AO2

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

Students will explicitly develop an analytical and evaluative explanation of the purposes of sentencing identified in AO1 by discussing the relevance and effectiveness of the two identified purposes of sentencing in relation to the delivery of justice by the UK's legal system. Student responses will include examples and highlight problem areas such as the effectiveness of rehabilitation in relation to the issue of re-offending rates.

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

Students will demonstrate some development in their analysis and evaluation of the purposes of sentencing, either through effective consideration of one purpose of sentencing or less effective consideration of two purposes of sentencing. These responses, whilst effective answers may be unsupported by appropriate examples or statistics.

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

Students will demonstrate limited development in their analysis and evaluation of the purposes of sentencing. Examples and a firm conclusion may well be very limited or absent. Such responses may be typified by generalised comments concerning the ineffectiveness of rehabilitation because of the need for punishment to reflect 'an eye for an eye' view of justice.

(0 marks) No relevant response.

AO3

Levels 2 and 3 (2 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to*

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

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

Level 1 (1 mark)

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

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

(0 marks)

No relevant response.

AO4

Level 3 (3 marks)

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

Students will draw upon the concepts of the purposes of sentencing and use examples from a range of citizenship sources. The response should look to ideas from other areas to enable a coherent answer. This may include discussion of the need to balance the interests of society and the offender in general (and the issues relating to young offenders more specifically) and the broader ideas of the concepts of crime, morality and justice.

Level 2 (2 marks)

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

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

Level 1 (1 mark)

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

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

(0 marks)

No relevant response.

0 6

Critically evaluate the use of custodial sentencing.

[25 marks]

AO1

Level 3	(4-5 marks)	<p><i>Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples is used to relate and interconnect knowledge and understanding to citizenship issues.</i></p> <p>Students may demonstrate knowledge of the different types of custodial sentences and the different type's criteria which determine the length of a custodial sentence, if imposed.</p> <p>Students may discuss: mandatory and discretionary life sentences in regard to fatal offences committed against the person; fixed term sentences (which take into account maximum sentence available, seriousness of the crime and defendant's previous record); extended sentences for sexual or violent offences; and suspended prison sentences.</p> <p>Students who refer the guidance given by the 2003 Criminal Justice Act for custodial sentences should be duly credited.</p>
Level 2	(2-3 marks)	<p><i>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.</i></p> <p>Students will demonstrate sound knowledge and understanding of the nature of custodial sentencing; appreciating the different types of custodial sentences available to the courts for sentencing purposes but, perhaps, producing answers that are underdeveloped in the understanding of the mechanisms which are used to determine the appropriateness of each type in a particular case, e.g. mandatory and discretionary life sentences.</p>
Level 1	(1 mark)	<p><i>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.</i></p> <p>Students will demonstrate limited knowledge and understanding of the nature of custodial sentencing. Responses at this level will probably demonstrate no appreciation of the different types of custodial sentences, simply viewing them as 'locking up criminals'. There may also be a limited attempt, where examples or case studies are included, to link sentence to the nature of the crime.</p>
	(0 marks)	No relevant response.

AO2

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

Students will discuss the arguments for and against the use of custodial sentences. They will produce a balanced argument with a careful consideration of the purpose of sentences linked to specifically custodial sentences, for example punishment, retribution, deterrence and protection of the public. Equally arguments against custodial sentences will carefully link to custodial punishment. For example, cost to the taxpayer, effectiveness at preventing re-offending (effective use of statistics to support the argument to be duly rewarded), prison as a 'university for offenders'.

Effective comparisons with the judicial systems in other countries should be duly awarded, whilst not necessary for a level 3 answer.

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

Students will demonstrate sound knowledge and understanding of the arguments for and against the use of custodial sentences; however these may be underdeveloped and generalised. Potentially such responses may well focus on the need to punish element to custodial sentences, alongside concerns regarding cost.

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

Students will demonstrate limited knowledge and understanding of the arguments for and against the use of custodial sentences. Such responses may well demonstrate no appreciation of the range of purposes behind the use of custodial sentences.

(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.

Responses will show a clear structure which is logical and which uses legal terminology relating to custodial sentences. Additionally, there should be specific reference to case law examples and an awareness of relevant legislation. Students may draw upon their own observations.

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.*

Answers will show a more limited structure and use of legal terminology.

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

Answers will show a more basic ability to use legal terminology and will have a more limited structure.

(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.*

Answers will draw on concepts relating to the use of custodial sentences and use examples from a range of citizenship sources. These will include material from court visits made by the students using their observational skills and from cases which have featured in the media. They will relate their answers to the issues arising from the question.

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

Students will use knowledge and ideas from different sources but will be briefer in their response.

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 a more limited ability to use knowledge and ideas from other areas and have a limited response to the issues raised in the question.

(0 marks) No relevant response.

Section B: Politics, Power and Participation

Total for this section: 40 marks

0 7

Examine the role **and** effectiveness of **one** of the following elected representatives: AMs; MSPs; MPs; or MEPs.

[15 marks]

AO1

Level 3 (3-4 marks)

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

Students will clearly explain the role of one elected representative, illustrating the answer with appropriate examples. These may be from the following:

- AMs & MSPs: Reference may be made to AMs & MSPs representing a constituency at meetings of the devolved assembly and looking after their interests; debating in the Assembly; voting on relevant issues; and in addition working in committees.
- MPs: Students may refer to MPs representing a local constituency in Parliament and looking after the interests of and solving problems for their constituents. They may refer to debate and voting on various stages of legislation in the House of Commons, including committee work.
- MEPs: Students may refer to MEPs representing a larger region than MPs in Parliament and refer to representation in the European Parliament, where their key role is scrutinising proposed legislation, and to work in committees.

Note:

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

Level 2	(2 marks)	<p><i>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.</i></p> <p>Students may only partially address the demands of the question. These answers may lack either the depth or the range of a L3 answer. Typically such answers may refer to roles such as representation, without appreciating the competing interests they represent (voters, party, personal beliefs), or scrutiny, without appreciating the systematic constraints upon the performance of this role.</p>
Level 1	(1 mark)	<p><i>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.</i></p> <p>Students will show a limited understanding of the roles of elected representatives and may not include examples. General statements about representation may typify such responses at this level.</p>
	(0 marks)	No relevant response.

AO2

Level 3	(5-6 marks)	<p><i>The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.</i></p> <p>Students will explicitly develop an analytical and evaluative explanation of the role of one elected representative, by discussing the representative's effectiveness in performing their role. Student responses will include examples and highlight problem areas. These may be from the following:</p> <ul style="list-style-type: none"> • AMs & MSPs: Reference may be made to the problems of representation caused by the two types of assembly member (product of the Additional Member voting system); and the potential gridlock caused by minority or coalition government. Credit given to counterarguments referencing the budgetary and legislative powers of the assemblies. • MPs: They may be unrepresentative (problem of FPTP & the issue of social representation); executive dominance of Parliament (Governing party's majority, PM's patronage, Whip system, etc) may also undermine effectiveness. Credit given to counterarguments referencing recent parliamentary reforms (MPs electing the chairman of select committees, etc) and the
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empowering effect of a coalition government.

- MEPs: Students may refer to questions over MEPs representative (closed part list system) and limited power of the Parliament in an EU dominated by the Commission and the Council of Ministers. Credit given to counterarguments referencing things such as the power of co-decision.

Level 2 (3-4 marks)

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

Students will demonstrate some development in their analysis and evaluation of the effectiveness of elected representatives. These answers, may lack either the depth or the range of a L3 answer, but will still demonstrate a sound appreciation of the precise powers the selected representatives can exercise which ensures a sound attempt at evaluating effectiveness.

Level 1 (1-2 marks)

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

Students will demonstrate limited development in their analysis and evaluation of the effectiveness of elected representatives. Examples and a firm conclusion may well be very limited or absent. Potentially such answers may be very general, represent the voters, and may confuse the precise powers the selected representative can exercise.

(0 marks)

No relevant response.

AO3

Levels 2 and 3 (2 marks)

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

Students will produce work with a clear structure which is logical and which uses terminology relating to the roles and effectiveness of elected representatives. Students may refer effectively to their own observations acquired as a result of certain citizenship participation activities such as court attending or council meetings.

Level 1 (1 mark)

There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate

citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.

Students will make a basic attempt to use appropriate terminology relating to the roles and effectiveness of elected representatives. Student attempts to refer to their own observations, acquired as a result of certain citizenship participation activities such as attending council meetings, will be basic.

(0 marks) No relevant response.

AO4

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

Students will draw upon the concepts concerning representative democracy and use examples from a range of citizenship sources. The response should look to ideas from other areas to enable a coherent answer. This may include discussion of how power should be exercised in a democracy in a way which is both effective and accountable.

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

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

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

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

(0 marks) No relevant response.

0 8

‘Recent UK general election results clearly demonstrate that the ‘First Past the Post’ electoral system still delivers strong government with a clear mandate.’

Critically assess this statement.

[25 marks]

AO1

Level 3	(4-5 marks)	<p><i>Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples is used to relate and interconnect knowledge and understanding to citizenship issues.</i></p> <p>Students will demonstrate clear understanding as to how the ‘first past the post’ (FPTP) electoral system works. This should be in terms of a ‘winner takes all’ system (simple majority or plurality voting) used for UK general elections. The UK is divided up into 650 single member constituencies, resulting in effect in 650 ‘local’ elections.</p> <p>Knowledge of election results, in particular the 2010 and 2015 general elections, is expected for level 3 answers. In particular different outcomes (2010 Coalition Government and 2015 Majority Conservative Government) and the issue of disproportionality of results.</p> <p>Students may also use other electoral systems, in particular those used in the UK, to illustrate the strengths and weaknesses of FPTP by way of contrast.</p>
Level 2	(2-3 marks)	<p><i>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.</i></p> <p>Answers are characterised by a good level of knowledge and understanding of the FPTP electoral system. Such answers may not, typically, use other electoral systems for illustrative purposes, relying upon a set of accurate, but generalised, strengths and weaknesses, usually supported by examples.</p>
Level 1	(1 mark)	<p><i>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.</i></p> <p>Responses will show a more basic knowledge and understanding of the FPTP electoral system, with little attempt at illustrating points with examples. This understanding may be typified by undeveloped statements referring to 650 ‘local elections’ or party with most votes win.</p>
	(0 marks)	No relevant response.

AO2

Level 3 (6-8 marks)

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

Students, at level 3, will be expected to engage fully with the question's claim that FPTP 'delivers strong government with a clear mandate' in their critical assessment, which may still occur within a 'classic' advantages and disadvantages debate. Both advantages and disadvantages need to be considered for a level 3 mark, although the analysis may lack balance between the two. The advantages of FPTP could include:

- FPTP, even when not delivering a clear majority of MPs for one party (2010) or a majority of the votes for one party (2015), still produces strong and stable government with a mandate to enact their manifesto pledges
- FPTP ensures a strong link between MPs and their constituents, ensuring a high level of local accountability
- FPTP is 'tried and tested' electoral system, which is easy to understand and use, delivering results quickly
- As demonstrated by the AV referendum result there is little consensus about what kind of system to replace FPTP with, even if change was considered necessary.

The disadvantages of FPTP could include:

- FPTP is an 'unfair' electoral system producing disproportionate results, rewarding the large parties at the expense of smaller ones, which undermine the idea of a government elected under such circumstances as having a mandate to enact their policies
- FPTP encourages tactical voting as voters are encouraged to vote for the candidate most likely to win, even if not their preferred option
- FPTP produces 'electoral deserts', where parties may enjoy substantial support in a particular region but little or no representation
- FPTP tends to produce 'safe' seats, where the incumbent MP is secure from any challenge, and a limited number of marginal seats, where the election contest is competitive, which become the 'disproportionate' focus of party election campaigning

Students will be expected to reach a reasoned conclusion, which provides a critical assessment of the statement in the question, based upon their analysis and evaluation.

Level 2 (3-5 marks)

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

Students will begin to show a developed response either through in-depth analysis of a more limited range of examples, or a limited depth but with greater range. Such responses may prove to be effective in discussing issues of disproportionality but lack balance between arguments for and against.

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.

Answers have a limited range of examples which show limited development and are lacking in analysis and evaluation perhaps based upon unsupported statements referring to FPTP being unfair or easy to use.

(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 be based upon a clear structure which is balanced (both arguments for and against considered), whilst appropriate political terminology is used to explain the points made.

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.

Answers will be basic and use some structure and use of appropriate terminology.

Level 1	(1 mark)	<p><i>There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i></p> <p>Answers will have a basic use appropriate political terminology and little clear structure.</p>
	(0 marks)	No relevant response.

AO4

Level 3	(6-8 marks)	<p><i>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.</i></p> <p>Students will draw upon the concepts connected to electoral systems and use examples from a range of citizenship sources in order to produce a coherent and well-argued response which relates to the issues raised by the question. Responses will demonstrate an excellent ability to synthesise from different resources and construct an argument. An example of such a link would be how different types of electoral systems may affect voter turnout.</p>
Level 2	(3-5 marks)	<p><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></p> <p>Answers will show ability to link into other areas of the specification and give examples. These links, whilst accurate will be undeveloped.</p>
Level 1	(1-2 marks)	<p><i>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.</i></p> <p>Answers will show a limited ability to use relevant knowledge and ideas from other parts of the specification.</p>
	(0 marks)	No relevant response.

0 9

Assess the effectiveness of **two** methods of participation by which the citizen's voice may be heard.

[15 marks]

AO1

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

Students will demonstrate an excellent knowledge and understanding of two methods by which a citizen's voice may be heard, such as:

- Being a member of a political party
- Seeking elected office
- Joining or forming a pressure group
- lobbying their MP – letters, petitions, surgeries, etc
- Using social media e.g. blogging, social networking, etc
- Voting in European, local and general elections.

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

Students may show a good level of knowledge and a clear understanding of the methods by which a citizen's voice may be heard, but this may not be in as much depth as above or may contain a more limited range. These answers may well demonstrate some developed understanding of the nature of participatory opportunity without comprehensive knowledge e.g knowledge of the precise voting opportunities available to citizens but limited appreciation of the issue of the need to register to vote in order to take advantage of his opportunity.

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.*

Answers are characterised by basic knowledge and understanding of the methods by which a citizen's voice may be heard. These may typically list methods available to citizens without development e.g voting, without knowledge of the precise voting opportunities available to citizens.

(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.*

Student responses at this level will demonstrate excellent understanding of how their two chosen methods of participation allow the citizen's voice to be heard and make a difference. The methods used will be evaluated also in terms of the limits to their effectiveness. Students may include both national examples such as Jamie Oliver's campaign regarding healthy school dinners and the Snowdrop campaign (Dunblane shootings) and more local campaigns. Students will reach a reasoned conclusion on the effectiveness of the chosen methods used by citizens to make their voice heard.

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.*

Student responses may be less developed and balanced, perhaps concentrating upon one more method in more detail than the other. Examples may be given but fully analysed and linked to the points of analysis. For example responses may be effective in the appreciation of different voting opportunities available to citizens but limited in the analysis of the effectiveness of these (safe seat/marginal seat, etc).

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.*

There is little or no evidence of analysis or evaluation and any argument is implied rather than stated. Potentially typified by statements regarding ability to vote without precise development.

(0 marks) No relevant response.

AO3

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

The response should show a clear structure which is logical and which uses appropriate terminology relating to how a citizen’s voice might be heard. In evaluation, students may draw on specific examples to illustrate their answer. Students may draw upon their own observations.

Level 1 (1 mark)

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

The response makes some basic attempts to use appropriate terminology and a limited attempt at evaluation.

(0 marks)

No relevant response.

AO4

Level 3 (3 marks)

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

Students will draw upon the concepts of the citizen’s voice being heard and use examples from a range of citizenship sources. At this level, students demonstrate an excellent ability to use material and ideas from other areas to enable a coherent answer and will construct an answer that responds to the issues raised in the question. Students may use examples relating to the media and pressure groups from CIST2 or CIST4.

Level 2 (2 marks)

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

There will be a more limited attempt to link to other areas of study and the response may not raise all the relevant issues.

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.

Responses will show a basic attempt to link to other areas.

(0 marks)

No relevant response.

1 0

‘For the UK’s democracy to be truly effective its elected representatives should be socially representative of the citizens who elect them.’

Discuss.

[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 is used to relate and interconnect knowledge and understanding to citizenship issues.

Students would need to explain what is meant by the term ‘social representation’ and why such a concept could be argued to be important for a democracy to be effective, a concept which in turn may be explained. Candidates are not expected to demonstrate knowledge of all the different types of elected representatives in the UK to gain level 3 marks. Focus upon MPs is to be expected and is quite appropriate for this question. Reference to other types of elected representatives is to be duly rewarded but not necessary for level 3 marks.

Statistically knowledge of the current socio-economic background, age, ethnicity, gender, educational background, professional background and disability of elected representatives may be given, but should be not necessarily of all categories. For example after the 2015 general election 29% of MPs are female and 7% are from ethnic minorities.

Students may demonstrate awareness of the differences between the political parties in attempting to ensure diverse representation: for example, Labour MPs are more diverse in ethnicity and gender than Conservative MPs, and the Conservative and Labour parties are more pro-active than the Liberal Democrats in widening their composition. The mechanisms put in place to attempt to redress the balance of party candidates such as party quotas, A-lists and women-only short lists may well be discussed in this context.

Whilst students may focus their answers upon the House of Commons, awareness of different types of elected representatives in the UK and how their social representativeness may vary dependent upon the electoral system used (e.g. Welsh Assembly’s use of AMS led to a world record 50% female membership after the 2003 election, currently 40%) should be fully rewarded, whilst not necessary to achieve level 3 marks.

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.

Student responses will show a good understanding and knowledge of the issue of social representation amongst UK elected representatives but may still only consider a few aspects of the issues involved, or give a more limited consideration of a greater range. For example focus exclusively upon the House of Commons or perhaps whilst demonstrating secure understanding of the concept fail to develop the answer to include various mechanisms in place to address the issue e.g. all women short lists.

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.

Student responses will show a limited understanding and knowledge of the issue of social representation amongst UK elected representatives. Such responses, may typically, not understand the key concept of social representation or understand it only in a narrow sense, e.g. gender.

(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.

In analysing the question, and the key concepts it relates to, students may discuss the arguments for and against the need for socially representative elected representatives.

They may suggest that social representation is necessary to ensure an effective democracy because:

- Elected representatives need to be able to relate to those they represent if they are to understand the problems their constituents face and act to help resolve them.
- The diverse nature of the UK, both socially and economically, requires an equally diverse body of elected representatives to ensure all parts of the country have a 'voice'.
- The need for a variety of role models to ensure social and community cohesion across a diverse UK, is increasingly important in the context of increasing politically disengagement or rejection of core democratic values. For example the peace process in Northern Ireland was established, in part, upon the use of STV in Assembly elections to ensure all parts of a divided community were represented.

- They may suggest that social representation is not necessary to ensure a healthy democracy because:
- Elected representatives do not simply represent their constituents but also their political party, or indeed the sponsors of the political party such as trade unions or corporate business, and their own personal views. Further to this the whip system ensures party loyalty is a dominant force, in particular in the House of Commons.
- Perfect social representation is simply not possible to achieve.
- Those with responsibility for government need to be well educated and capable of using their intellectual talents in the service of their constituents. Ability is the most important attribute a representative needs to be able to represent their constituents effectively. Therefore it is more important to ensure the system is meritocratic rather than socially representative.

Students will be expected to reach a reasoned conclusion based upon their analysis and evaluation of the question of whether it is necessary or not for UK's elected representatives to be socially representative of the Citizens who elect them for the UK's democracy to be truly healthy.

Whilst students may focus their answers upon the House of Commons, consideration of the different types of elected representatives in the UK and the nature of their social representativeness should be fully rewarded, whilst not necessary to achieve level 3 marks.

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 will begin to show a more developed response either through in-depth analysis or a more limited range of examples, or in limited depth but with a greater range. Such answers may effectively discuss one issue, such as race or gender, whilst lacking an appreciation that the question concerns a broad range of social characteristics.

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.

Student responses will have a limited understanding of the key concepts and subsequently lack effective analysis and examples. Responses may well simply suggest that politicians are white and male without explaining the potential impact of this.

(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 will be based upon a clear structure, from which a balanced argument and coherent conclusion is drawn. The political terminology used will be accurate and appropriate for a discussion of social representation.

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.*

Answers will be based upon a more limited structure and use of appropriate terminology relating to the concept of social representation.

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

Answers will demonstrate basic use of appropriate terminology and have a basic structure.

(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.*

Answers will use a range of relevant points and examples from other areas of the specification such as CIST2 and CIST4 to produce a coherent and well-argued response which relates to the issues raised by the question.

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 will show knowledge and ideas from other areas of the specification, which are relevant to the points made in the answer in response to the demands of the question.

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 are limited in the use of knowledge and ideas from other parts of the specification.

(0 marks) No relevant response.

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Examine the current role **and** influence of the UK within NATO **or** the United Nations.

[15 marks]

AO1

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

Students will clearly explain the role played by the UK within the international organisation chosen. The student will illustrate the answer with appropriate examples. These may be from the following:

- **NATO.** The role may include: being a founder member and providing finance and UK troops in times of crisis, e.g. Libyan uprising; working with other NATO allies to preserve peace and stability; the provision of aid to third world countries and new democracies; representing UK views in NATO and to help ensure military and political security for the UK; and to promote global security.
- **United Nations.** The role may include: being a founder member of the UN and a member of the Security Council with power to veto resolutions; the provision of troops for peace-keeping forces; contributing to aid for stricken countries in times of war, flood and famine, e.g. the Rwanda civil war; and to promote human rights.

The above are given as examples only, credit any relevant case study concerning the UK and the chosen international organisation.

Level 2 (2 marks)

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

Students may only partially address the demands of the question. Students will demonstrate some development in their understanding of the role played by the UK within the international organisation. These answers may lack either the depth or the range of a L3 answer, such responses may typically discuss UK role within NATO as the provision of troops for peace-keeping forces with reference to the decision making role the UK has as a member of the Security Council.

Level 1 (1 mark)

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

Students will show a limited understanding of the role of the UK within the international organisation and may not include examples. Generalised answers may, typically, discuss the issue of UK continued membership of these organisations rather than current role the UK performs.

(0 marks)

No relevant response.

AO2

Level 3 (5-6 marks)

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

Students will explicitly develop an analytical and evaluative explanation of the influence of the UK within the international organisation identified in AO1. This may be by discussing the idea of influence this role allows the UK in terms of the relevance and effectiveness of the UK's role. Student responses will include examples and highlight problem areas such as the effectiveness of the UK's financial commitment and contributions, military deployment and adherence to international law and human rights. The effectiveness of the UK representatives within the international organisation to defend and promote British interests may also be commented upon.

Level 2 (3-4 marks)

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

Students will demonstrate some development in their analysis and

evaluation of the influence the role played by the UK within the international organisation allows the UK over these organisations. These answers may lack either the depth or the range of a L3 answer, perhaps focusing effectively upon the UK's financial or military contributions without considering the issues of benefit to the UK, such as trade or collective security.

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

Students will demonstrate limited development in their analysis and evaluation of the influence enjoyed by the UK within the international organisation. Examples and a firm conclusion may well be very limited or absent, with responses based upon generalised statements regarding cost without explanation or development.

(0 marks) No relevant response.

AO3

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

Students will produce work with a clear structure which is logical and which uses terminology relating to the role and influence of the UK in the international organisation. Students may refer effectively to their own observations acquired as a result of certain citizenship participation activities such as model United Nations events.

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

Students will make a basic attempt to use appropriate terminology relating to the role of the UK in the international organisation. Student attempts to refer to their own observations, acquired as a result of certain citizenship participation activities such as model United Nations events, will be basic.

(0 marks) No relevant response.

AO4

Level 3	(3 marks)	<p><i>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.</i></p> <p>Students will draw upon the political concepts they have studied across all four units to help them explain the role and influence the UK has in the international organisation and use examples from a range of citizenship sources. The response should look to ideas from other areas to enable a coherent answer. This may include discussion of global issues from CIST4 and the mechanism for their resolution.</p>
Level 2	(2 marks)	<p><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></p> <p>Students will produce work with a more limited attempt to develop their argument with links to a range of citizenship sources.</p>
Level 1	(1 mark)	<p><i>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.</i></p> <p>Students will produce work with a basic attempt to develop their argument with links to a range of citizenship sources.</p>
	(0 marks)	No relevant response.

1 2	Critically examine the key arguments for and against the UK's continued membership of the EU.	[25 marks]
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AO1

Level 3	(4-5 marks)	<p><i>Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples is used to relate and interconnect knowledge and understanding to citizenship issues.</i></p> <p>Students may demonstrate an appreciation of the history of the development EU, from a 'common market' to an increasingly political entity, which has fuelled much of the debate regarding the UK's continued membership Allied to this knowledge of the exact nature of the EU's structure and decision making process would also enhance answers at this level.</p>
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Students may also discuss the nature of the respective anti-EU and pro-EU movements in the UK, Euro-sceptics and Europhiles. They may conclude both are disparate groups with no real central organisation or leadership. They may also argue that the UK public is increasingly anti-EU, as evidenced by the election of 24 UKIP MEPs and 2 MPs in 2014.

Level 2 (2-3 marks)

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

Students will demonstrate sound knowledge and understanding of the development and structure of the EU however these may be underdeveloped and generalised. Such answers may, typically, appreciate the influence the UK has via the European Council but not fully appreciate the democratic control exercised via the European Parliament or discuss finance in terms of contributions, but not in terms of funding received.

Level 1 (1 mark)

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

Students will demonstrate limited knowledge and understanding of the development and structure of the EU. Such answers may, typically, focus upon generalised statements regarding immigration and 'control from Brussels', without precise explanation or development of such statements.

(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.

Student responses may be based upon an analysis of the following respective key arguments.

In favour of the UK's continued membership of the EU:

- The EU safeguards peace – The European Community was established to ensure that the great European powers would never again enter into armed conflict with each other. It is now inconceivable that a major European war will occur, something that people could not have imagined at the end of either World War II or the Cold War. This has been achieved because European nations now have shared laws, shared political

leadership, shared economic policies and shared defence policy. The EU provides the first example of a truly supranational body where the ambitions of nations are curbed by a need to co-operate in order to succeed. This body has helped to bring incredible political stability to Europe.

- The EU gives member states more power on the global stage - EU membership gives states increased influence on the global stage. While nations would find it easy to ignore Britain or any European nation acting on its own, the combined influence of all twenty-seven member states acting together is harder to ignore. One major example of this is in the World Trade Organisation (WTO) talks, when the EU negotiates on behalf of its members in this organisation, it represents the world's biggest single market and as a result has more influence. Other nations are much keener to make concessions to the EU than to individual member states as they see the rewards of gaining access to the EU market as much greater than the rewards of gaining access to any individual national market.
- The EU makes us better off - A principle aim of the European Community has been to enable the rebuilding of the European economy after the disasters of the Great Depression and World War II. By creating a customs union and later the single market it has been hugely successful at doing this. Since January 1993, the Commission estimates that the single market created 2.5 million jobs and €877 billion of extra prosperity, thereby upholding the principle of an open liberal market economy in Europe and making everyone wealthier.
- The EU encourages our neighbours to reform - The EU shares land or sea borders with a great variety of nations including Egypt, Libya, Serbia, Turkey, Syria and Israel, with unstable governments, histories of conflict or different cultural and political outlooks to our own. Despite this, the EU's European Neighbourhood Policy (ENP) ensures stability with the region by offering favourable relations with the EU in exchange for nations living up to standards such as the rule of law and democracy. Meanwhile, nations that look to join the EU are encouraged to reform their national institutions in order to fit in with the European liberal democratic model. This encourages wider stability and improves people's lives.

Against the UK's continued membership of the EU:

- The EU does not safeguard peace in Europe - Attributing the peace in Europe today to the EU does not take into account the Allied victory over the Axis powers in 1945, and the creation of NATO in 1949. National sovereignty is perfectly compatible with free trade and friendly co-operation in a Europe of self-governing liberal democracies.

- The EU is too expensive and doesn't work - For wealthy countries, such as the UK, the cost of being a member of the EU is greater than the benefits they receive. The best estimates put the annual net cost to the UK of EU membership at approximately £31 billion gross. Much of this money pays for the outdated and wasteful Common Agricultural Policy (CAP), while a sizeable amount goes towards the Structural Funds, which transfer money to poorer areas of the EU. The costs of EU membership could also be holding back faster developing countries, particularly the UK, which has a more global economy than many member states. The situation is more concerning when one considers how hard it is to reform the way the EU spends money. Several attempts to reform the CAP have failed to reduce its cost substantially, while the 2005 budget negotiations also failed to agree to a slimmed-down budget. This is because it is almost impossible to reach an agreement between 27 countries.
- The EU is too powerful - The European Community was set up as an economic organisation. However, it has expanded its role to cover many areas where it would be better for member states to make their own decisions. This process has been accelerated since the Maastricht Treaty (1992), which expanded EU power into new areas. Its powers now extend into traditionally national policy areas with the Common Foreign and Security Policy (CFSP) and Justice and Home Affairs Policy (JHA). Many EU policies affect ordinary Europeans in the form of EU regulations that attempt to impose a single standard across the EU, but which are never debated by national parliaments.
- The EU is undemocratic - The European Union has a lot of power but is much less accountable to the people than national governments. Most EU decisions are made or shaped by the EU Commission which is led by unelected Commissioners and run by an appointed bureaucracy. The democratic element of the EU model – the European Parliament – has fewer powers than a national legislature and rarely influences EU decisions. Turnout at European Parliament elections is so low that it is difficult to proclaim its legitimacy. The other key decision making body – the European Council – is very secretive, often meeting behind closed doors to thrash out deals. All of this demonstrates contempt for democracy and a reluctance to engage with voters.
- The EU undermines the nation state - Many of the things that the EU does are based on the principle of supranationalism. In order for this to work, member states have to agree (normally through signing a treaty) to hand over sovereignty to the EU. Certain areas, such as defence, taxation or currency should not be handed over to a supranational body because to do so would undermine the nation state. Nevertheless, many have been. Sadly, the EU is not as effective at managing many policy areas as nation states have been. The arguments within the Eurozone

provide an example of the difficulties caused by handing over sovereignty. The EU often ends up reaching a compromise that no-one finds satisfactory because it always has to try to please all of its members.

Level 2 (3-5 marks)

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

Students will demonstrate sound knowledge and understanding of the key arguments for and against continued UK membership of the EU; however these may be underdeveloped and unbalanced with focus upon issues such as cost and loss of sovereignty, which, whilst accurately described, may not be weighed against issues of trade, pooled sovereignty or ongoing reforms to strengthen and improve the EU.

Level 1 (1-2 marks)

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

Students will demonstrate limited knowledge and understanding of the arguments for and against the UK's continued membership of the EU, perhaps simply discussing issues such as cost, immigration or border controls without clear development or explanation.

(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.

Responses will show a clear structure which is logical and which uses political terminology relating to the European Union. Additionally, there should be specific reference to examples which illustrate the key points made. Students may draw upon their own observations.

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.

Answers will show a more limited structure and use of political terminology.

Level 1 (1 mark)

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

Answers will show a more basic ability to use political terminology and will have a more limited structure.

(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.

Answers will draw on concepts relating to the European Union and use examples from a range of citizenship sources. These will include material from school trips made by the students using their observational skills and from issues and events which have featured in the media. They will relate their answers to the issues arising from the question.

Level 2 (3-5 marks)

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

Students will use knowledge and ideas from different sources but will be more brief in their response.

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 a more limited ability to use knowledge and ideas from other areas and have a limited response to the issues raised in the question.

(0 marks)

No relevant response.