

# GCSE CITIZENSHIP STUDIES

8100/1

PAPER 1

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Draft Mark scheme

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V0.1

Draft

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

Draft

## 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.

Q	Part	Marking guidance	Total marks
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## Section A – Active Citizenship

01	1	<p><b>What was the aim of the RSPCA campaign regarding the badger cull?</b></p> <p>Answer – to prevent the government from undertaking the killing of badgers in the pilot areas.</p> <p>AO1 = 1</p>	1
01	2	<p><b>Identify one group or organisation that opposed the RSPCA campaign about the badger cull.</b></p> <p>Answer – Farmers, the NFU, Countryside Alliance. Other correct responses should be credited.</p> <p>AO1 = 1</p>	1
01	3	<p><b>Identify two reasons why campaigns run by the RSPCA such as the one about the badger cull are successful</b></p> <p>Answer – Any two correct reasons – one mark per correct reason.</p> <ul style="list-style-type: none"> <li>- Public support for animal-based issues.</li> <li>- The status of the RSPCA.</li> <li>- The lobbying influence of the RSPCA.</li> <li>- The size of the RSPCA membership.</li> <li>- The finances the RSPCA have available.</li> </ul> <p>Other correct responses should be credited.</p> <p>AO1 = 2</p>	2
01	4	<p><b>Identify one argument put forward for the badger cull and one against the badger cull.</b></p> <p>Award one mark for each of two correct responses one for and one against the cull.</p> <p>Answers FOR – need to control the spread of TB; cost to farmers of losing livestock; the cost to the government in compensation for replacing cattle; disruption to the rural economy. AGAINST – there is no scientific consensus supporting a cull of badgers. More than 30 top animal experts describe the cull as a 'costly distraction' that risks making the problem of TB in cattle worse; as culling can't be selective many perfectly healthy badgers will be killed; six out of seven badgers killed could be TB free; a vaccination</p>	2

		programme is better than a cull; increased levels of testing and improved biosecurity are more effective ways of dealing with TB.  AO1 = 2	
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01	5	<p><b>Examine why some people and groups criticise the RSPCA and the way it carried out its campaign regarding the badger cull.</b></p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>Developed and reasoned application of citizenship knowledge and understanding to citizenship concepts, terms, contexts, actions and issues. The response develops a coherent and detailed examination based upon a range of differing viewpoints.</td> </tr> <tr> <td>3</td> <td>3</td> <td>Clear application of citizenship knowledge and understanding to citizenship concepts, terms, contexts, actions and issues. The response examines a number of differing viewpoints.</td> </tr> <tr> <td>2</td> <td>2</td> <td>Partial application of some citizenship knowledge with an attempt to organise these within a context of citizenship actions. The response examines a limited range of viewpoints regarding those who criticise the RSPCA.</td> </tr> <tr> <td>1</td> <td>1</td> <td>Fragmentary citizenship knowledge with limited application to contexts or actions. Limited or no attempt to examine others views.</td> </tr> <tr> <td>0</td> <td>0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p><b>Indicative Content</b> A clear account that mentions either or both of the groups and people who accused the RSPCA in regard to its style of campaigning regarding the badger cull. Those in favour of the cull such as the NFU and the Countryside Alliance suggested that the RSPCA had acted and encouraged its supporters to go beyond normal protest methods, whereby those involved in the pilot culling areas felt under personal threat. This led to an inquiry by the Charity Commission into the activities of the RSPCA.</p> <p>Those against the cull felt that the RSPCA is a part of the establishment and that they can only bring about change by direct actions and, if need be, by breaking the law. They say RSPCA has too wide a welfare brief. It is too interested in its legal enforcement work rather than campaigning. Its Royal and insider status stops it becoming a more activist organisation.</p> <p>AO2 = 4</p>	Level	Marks	Descriptor	4	4	Developed and reasoned application of citizenship knowledge and understanding to citizenship concepts, terms, contexts, actions and issues. The response develops a coherent and detailed examination based upon a range of differing viewpoints.	3	3	Clear application of citizenship knowledge and understanding to citizenship concepts, terms, contexts, actions and issues. The response examines a number of differing viewpoints.	2	2	Partial application of some citizenship knowledge with an attempt to organise these within a context of citizenship actions. The response examines a limited range of viewpoints regarding those who criticise the RSPCA.	1	1	Fragmentary citizenship knowledge with limited application to contexts or actions. Limited or no attempt to examine others views.	0	0	Nothing to credit.	4
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01	6	<p><b>You are organising a campaign in your local area on behalf of the RSPCA.</b></p> <p><b>Discuss the campaigning methods you will use and explain the reasons for your choices.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td>Developed and reasoned arguments put forward that support the judgements made. Good use made of a range of evidence that indicates an understanding of differing viewpoints. The response develops a coherent case for the selection of campaigning methods based upon the evidence provided.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>Partial attempt to develop arguments and form reasoned judgements. Some attempt to organise the evidence to support the points being made. The response indicates a partial attempt to provide a justification for the selection of methods.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>Attempted application of partial citizenship knowledge and understanding. Limited or no attempt to construct a case for the methods selected.</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p><b>Indicative content</b></p> <p><b>AO1</b> A clear knowledge indicated of the work, activities and campaigning undertaken by the RSPCA. The campaign suggested fits well with the aims of the RSPCA and the methods suggested to pursue the campaign fit logically with its intentions. The response makes links to the local community.</p> <p><b>AO3</b> The response presents clear evidence as to the rationale for the choice of methods selected and indicates clear knowledge and understanding of campaigning methodology. The response covers both elements of the question - the methods selected relate to the campaign and a justification is offered with regard to this selection.</p> <p>AO1 = 2 AO3 = 4</p>	Level	Marks	Descriptor	3	5–6	Developed and reasoned arguments put forward that support the judgements made. Good use made of a range of evidence that indicates an understanding of differing viewpoints. The response develops a coherent case for the selection of campaigning methods based upon the evidence provided.	2	3–4	Partial attempt to develop arguments and form reasoned judgements. Some attempt to organise the evidence to support the points being made. The response indicates a partial attempt to provide a justification for the selection of methods.	1	1–2	Attempted application of partial citizenship knowledge and understanding. Limited or no attempt to construct a case for the methods selected.	0	0	Nothing to credit.	6
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02	1	<p><b>Describe how either one primary or one secondary source assisted in regard to your investigation.</b></p> <p>The example quoted needs to give a context in regard to the Investigation.  Primary source – i.e. meeting, interview, survey, poll. Other correct examples should be credited.  Secondary source – media, library, press coverage, books, use of the internet to research. Other correct examples should be credited.</p> <p>AO1 = 2</p>	2
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02	2	<p><b>Identify and explain which part of the whole investigation process you consider was the most successful.</b></p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>Developed and reasoned application of citizenship knowledge and understanding to citizenship concepts, terms, contexts, actions and issues. The response provides coherent and detailed comments regarding a successful element of the Investigation process.</td> </tr> <tr> <td>3</td> <td>3</td> <td>Clear application of citizenship knowledge and understanding to citizenship concepts, terms, contexts, actions and issues. The response provides comments that identify a successful element of the Investigation.</td> </tr> <tr> <td>2</td> <td>2</td> <td>Partial application of some citizenship knowledge with an attempt to organise these within a context of citizenship actions. The response provides limited comments regarding the choice made regarding a successful element of the Investigation.</td> </tr> <tr> <td>1</td> <td>1</td> <td>Fragmentary citizenship knowledge with limited application to contexts or actions. Limited or no attempt to provide comments regarding the selection of a successful element.</td> </tr> <tr> <td>0</td> <td>0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p><b>Indicative content</b>  A clear choice is made as to an element of the investigation that was successful. This may relate to the nature of the research, the methodology employed, the results of the research, the planning of the action, the taking of the action or reflections about the task. The choice is supported by evidence to justify why that choice was made.</p> <p>AO2 = 4</p>	Level	Marks	Descriptor	4	4	Developed and reasoned application of citizenship knowledge and understanding to citizenship concepts, terms, contexts, actions and issues. The response provides coherent and detailed comments regarding a successful element of the Investigation process.	3	3	Clear application of citizenship knowledge and understanding to citizenship concepts, terms, contexts, actions and issues. The response provides comments that identify a successful element of the Investigation.	2	2	Partial application of some citizenship knowledge with an attempt to organise these within a context of citizenship actions. The response provides limited comments regarding the choice made regarding a successful element of the Investigation.	1	1	Fragmentary citizenship knowledge with limited application to contexts or actions. Limited or no attempt to provide comments regarding the selection of a successful element.	0	0	Nothing to credit.	4
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<p><b>Indicative content</b></p> <p><b>AO2</b> The response will relate to the student’s own participation in the investigation. The aims of the Investigation and a description of the action taken will be presented. The response will clearly indicate a linkage between the aims, the results of the research and the action taken.</p> <p><b>AO3</b> The response will clearly give a justification as to why the activity involved ‘taking citizenship action’.</p>																					

	<p>The response should relate to the Taking Action section of their investigation but draws upon evidence from both the research and reflection elements to aid the reasons given.</p> <p>A range of reasons will be quoted and will be valid in regard to the task undertaken. All the reasons given clearly relate to 'taking citizenship action' and relate to the student's own participation and be clearly embedded within the investigation undertaken.</p> <p>AO2 = 4 AO3 = 8</p>	
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**TOTAL MARKS FOR THIS SECTION – 40**

Draft

Q	Part	Marking guidance	Total marks
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## Section B – Politics and participation

03	1	<p><b>What is a referendum?</b></p> <p>A - When citizens are asked to vote on an issue            B – When citizens can propose new laws            C - When electors can remove an MP whom they no longer support            D - When citizens ‘write in’ candidates’ names on a ballot paper</p> <p>Correct answer – A</p> <p>AO1 = 1</p>	1																		
03	2	<p><b>Name the two Houses that make up the Westminster Parliament.</b></p> <p>One mark each for House of Commons and House of Lords</p> <p>AO1 = 2</p>	2																		
03	3	<p><b>Suggest and explain two reasons why the UK should have a written constitution.</b></p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>Developed and reasoned application of citizenship knowledge and understanding to citizenship concepts, terms, contexts, actions and issues. The response suggests two clear developed reasons why the UK should have a written constitution.</td> </tr> <tr> <td>3</td> <td>3</td> <td>Clear application of citizenship knowledge and understanding to citizenship concepts, terms, contexts, actions and issues. The response provides two suggestions as to why the UK should have a written constitution; one may be more developed than the other.</td> </tr> <tr> <td>2</td> <td>2</td> <td>Partial application of some citizenship knowledge with an attempt to organise these within a context of citizenship actions. The response provides a partial account of one or two reasons why the UK should have a written constitution.</td> </tr> <tr> <td>1</td> <td>1</td> <td>Fragmentary citizenship knowledge with limited application to contexts or actions. Limited or no attempt to provide a suggestion regarding the UK having a written constitution.</td> </tr> <tr> <td>0</td> <td>0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p><b>Indicative content</b>            Accept other relevant reasons. Two marks maximum for each reason explained.</p>	Level	Marks	Descriptor	4	4	Developed and reasoned application of citizenship knowledge and understanding to citizenship concepts, terms, contexts, actions and issues. The response suggests two clear developed reasons why the UK should have a written constitution.	3	3	Clear application of citizenship knowledge and understanding to citizenship concepts, terms, contexts, actions and issues. The response provides two suggestions as to why the UK should have a written constitution; one may be more developed than the other.	2	2	Partial application of some citizenship knowledge with an attempt to organise these within a context of citizenship actions. The response provides a partial account of one or two reasons why the UK should have a written constitution.	1	1	Fragmentary citizenship knowledge with limited application to contexts or actions. Limited or no attempt to provide a suggestion regarding the UK having a written constitution.	0	0	Nothing to credit.	4
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		<p>A clear explanation of two reasons why the UK should have a written constitution. These may include traditional reasons such as the absence of a clear check on Parliament between general elections, the lack of a special constitutional amending procedure, the fact that courts can normally only interpret (and not set aside) statute. Answers may also explain more topical reasons such as the need, to clarify constitutional arrangements with the EU and, since devolution, between constituent parts of UK; to deal with uncertainties arising from coalition politics (e.g. ministerial responsibility); issues arising from current debates about security and privacy (e.g. need to access emails, identity cards); about basic freedoms and ‘radicalisation’ (e.g. freedom of speech for radical preachers) and about need to embed citizens’ rights within the UK.</p> <p>Accept other relevant reasons. Two marks maximum for each reason explained.</p> <p>AO2 =4</p>	
04	1	<p><b>What is the title usually given to someone elected at a local government election in England?</b></p> <p>A - Councillor B - MP C - MSP D - Secretary of State</p> <p>Correct answer – A AO1 = 1</p>	1
04	2	<p><b>Identify two services provided by local government in England.</b></p> <p>One mark each for each local government service correctly identified.</p> <p>Local government services identified may include:</p> <ul style="list-style-type: none"> <li>• planning</li> <li>• housing</li> <li>• refuse collection</li> <li>• social services</li> <li>• schools</li> <li>• car parking/traffic management/bus shelters etc</li> <li>• swimming baths/sports centres/recreation grounds etc</li> <li>• libraries.</li> </ul> <p>Other correct responses should be credited.</p> <p>Also accept services identified with broad headings shared with other levels of government or agencies (e.g. education) or services possibly contracted out (street cleaning).</p> <p>AO1 = 2</p>	2

04	3	<p><b>Some of the citizens affected by the proposed supermarket development described in Source C decide to stand as candidates in the forthcoming council elections.</b></p> <p><b>Consider two methods they might use to promote their cause in the election campaign.</b></p> <table border="1" data-bbox="347 479 1283 1196"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>Developed and reasoned application of citizenship knowledge and understanding to citizenship concepts, terms, contexts, actions and issues. The response provides a detailed account of two campaign methods that relate to electioneering.</td> </tr> <tr> <td>3</td> <td>3</td> <td>Clear application of citizenship knowledge and understanding to citizenship concepts, terms, contexts, actions and issues. The response provides an account of two campaign methods that relate to electioneering one may be more developed than the other.</td> </tr> <tr> <td>2</td> <td>2</td> <td>Partial application of some citizenship knowledge with an attempt to organise these within a context of citizenship actions. The response provides a partial account of one or two electioneering methods.</td> </tr> <tr> <td>1</td> <td>1</td> <td>Fragmentary citizenship knowledge with limited application to contexts or actions. Limited or no attempt to provide suggestions regarding election campaign methods.</td> </tr> <tr> <td>0</td> <td>0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p><b>Indicative content</b> Accept other relevant reasons. Two marks maximum for each relevant method explained.</p> <p>A clear explanation of two methods that affected citizens might take to promote their cause (opposing the proposed supermarket development) if standing as candidates in the forthcoming local council elections. These might include methods such as canvassing, leafleting, publishing and distributing election addresses and election manifestos, writing to local newspaper and holding public meetings. Other correct responses should be credited.</p> <p>AO2 = 4</p>	Level	Marks	Descriptor	4	4	Developed and reasoned application of citizenship knowledge and understanding to citizenship concepts, terms, contexts, actions and issues. The response provides a detailed account of two campaign methods that relate to electioneering.	3	3	Clear application of citizenship knowledge and understanding to citizenship concepts, terms, contexts, actions and issues. The response provides an account of two campaign methods that relate to electioneering one may be more developed than the other.	2	2	Partial application of some citizenship knowledge with an attempt to organise these within a context of citizenship actions. The response provides a partial account of one or two electioneering methods.	1	1	Fragmentary citizenship knowledge with limited application to contexts or actions. Limited or no attempt to provide suggestions regarding election campaign methods.	0	0	Nothing to credit.	4
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05	1	<p><b>The UK Prime Minister is also one of the following:</b></p> <p>A - a constituency MP B - Black Rod C - the Head of State D - the Speaker of the House of Commons</p> <p>Correct answer – A</p> <p>AO1 = 1</p>	1
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05	2	<p><b>‘Some people say that the Prime Minister has too much power.’</b>  <b>Outline and comment upon the case made in support of this view.</b></p>	6															
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<p><b>Indicative content</b></p> <p><b>AO1</b>          Students will demonstrate knowledge and understanding of powers of the Prime Minister. These may include: powers within government (e.g. ministerial appointment and dismissal, control of cabinet agenda, chairing cabinet meetings, support from civil service and special advisers); powers over Parliament (e.g. leader of largest party (usually), whips, payroll vote); powers such as patronage, access to media. Examples of prime ministerial powers (e.g. Blair and Iraq) may also be given.</p> <p><b>AO2</b>          Application of understanding to outline a case for the Prime Minister having too much power. This may make connections such as the prime minister’s dominant position within both government and Parliament; chairing/appointing Cabinet giving influence over government policy; party leadership allowing influence over party discipline in Parliament). Answers may also connect Prime Minister’s links with media to influence the political agenda.</p> <p>AO1 = 2          AO2 = 4</p>																		

06	1	<p><b>Identify from Source E, one way in which life for citizens in North Korea differs from that of citizens in the United Kingdom.</b></p> <p><b>Accept any one of the following:</b></p> <ul style="list-style-type: none"> <li>• 30 minute reading and exercises/reading party papers before work</li> <li>• not having untied hair (women)/long hair and forced haircuts AO1=1 (men)</li> <li>• clean cars</li> <li>• smoking in cars prohibited</li> <li>• obtaining certificate to travel outside capital city</li> <li>• reporting ownership of Radios and TVs</li> <li>• tuning to state programmes</li> <li>• not possessing foreign newspaper, magazines or books.</li> </ul> <p>Other correct responses should be credited.</p> <p>AO1 = 1</p>	1
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06	2	<p><b>Outline and discuss two ways that citizens in the UK can participate in politics that those in a non-democratic country cannot.</b></p> <table border="1" data-bbox="347 1077 1283 1823"> <thead> <tr> <th data-bbox="347 1077 472 1144">Level</th> <th data-bbox="472 1077 644 1144">Marks</th> <th data-bbox="644 1077 1283 1144">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="347 1144 472 1413">3</td> <td data-bbox="472 1144 644 1413">5–6</td> <td data-bbox="644 1144 1283 1413">Developed and reasoned arguments put forward that support the judgements made. Good use made of a range of evidence that indicates an understanding of differing viewpoints. The response provides a coherent discussion regarding two ways citizens participate in politics in the UK that differ from a non-democratic country.</td> </tr> <tr> <td data-bbox="347 1413 472 1653">2</td> <td data-bbox="472 1413 644 1653">3–4</td> <td data-bbox="644 1413 1283 1653">Partial attempt to develop arguments and form reasoned judgements. Some attempt to organise the evidence to support the points being made. The response discusses two ways in which citizens participate in the political process one may be more developed than the other.</td> </tr> <tr> <td data-bbox="347 1653 472 1794">1</td> <td data-bbox="472 1653 644 1794">1–2</td> <td data-bbox="644 1653 1283 1794">Attempted application of partial citizenship knowledge and understanding. Limited outline of one or two ways in which citizens can participate in the political process.</td> </tr> <tr> <td data-bbox="347 1794 472 1823">0</td> <td data-bbox="472 1794 644 1823">0</td> <td data-bbox="644 1794 1283 1823">Nothing to credit.</td> </tr> </tbody> </table> <p><b>Indicative content</b> Award up to three marks for each correct account.</p> <p>AO1 Ways that citizens in the UK can participate in politics not normally found in a non-democratic country may include:</p>	Level	Marks	Descriptor	3	5–6	Developed and reasoned arguments put forward that support the judgements made. Good use made of a range of evidence that indicates an understanding of differing viewpoints. The response provides a coherent discussion regarding two ways citizens participate in politics in the UK that differ from a non-democratic country.	2	3–4	Partial attempt to develop arguments and form reasoned judgements. Some attempt to organise the evidence to support the points being made. The response discusses two ways in which citizens participate in the political process one may be more developed than the other.	1	1–2	Attempted application of partial citizenship knowledge and understanding. Limited outline of one or two ways in which citizens can participate in the political process.	0	0	Nothing to credit.	6
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	<ul style="list-style-type: none"><li>• petitions</li><li>• marches and demonstrations</li><li>• writing to newspapers</li><li>• forming and joining competing political parties and pressure groups</li><li>• campaigning</li><li>• standing as a candidate against, as well as for, government</li><li>• criticising government policy and suggesting alternatives</li><li>• seeking redress through an independent judiciary.</li></ul> <p>Other correct responses should be credited.</p> <p>AO3</p> <p>The response will analyse and evaluate evidence to outline two ways in which citizens in the UK can participate in politics not normally found in a non-democratic country and may include:</p> <ul style="list-style-type: none"><li>• analysis of ways in which political participation in the UK and in non-democratic countries is conducted</li><li>• analysis of ways in which non-democratic countries may obstruct political participation (e.g. one party states, police states, media controls)</li><li>• analysis of how democratic freedoms (e.g. free speech) and rights (right to vote in secret) may allow political participation in the UK in ways not normally found in democratic countries</li><li>• ideological differences between totalitarian and democratic political systems.</li></ul> <p>AO1 = 2 AO3 = 4</p>	
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07	1	<p><b>'It is important for citizens to vote in a democracy.'</b>  <b>Assess arguments in favour of this statement.</b></p>	4																		
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<p><b>Indicative content</b></p> <p>Responses will analyse evidence to outline the importance of voting in a democracy including arguments for voting linked with citizenship themes such as:</p> <ul style="list-style-type: none"> <li>• citizen engagement</li> <li>• making a difference</li> <li>• ensuring healthy democracy</li> <li>• legitimising government</li> <li>• exercising policy choices</li> <li>• ensuring accountability of government to citizens</li> <li>• voting as basic citizenship right.</li> </ul> <p>Other correct responses should be credited.</p> <p>Analysis may also be included of evidence relating to voting specific to UK democracy such as:</p> <ul style="list-style-type: none"> <li>• choosing suitable MP/removing unsuitable MP</li> <li>• constituency representation</li> <li>• making Parliament more representative</li> <li>• reflecting citizen 'voice' in Parliament.</li> </ul>																					

		Accept other valid reasons, including voting in non-parliamentary elections. AO3 = 4																			
07	2	<p><b>Discuss changes you would make to encourage a higher turnout at elections in the UK.</b></p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>7–8</td> <td>Developed and reasoned arguments put forward that support the judgements made. Good use made of a range of evidence that indicates an understanding of differing viewpoints. The response provides a coherent and detailed explanation of a range of suggestions for encouraging higher voter turnout.</td> </tr> <tr> <td>3</td> <td>5–6</td> <td>Clear evidence of analysis and the ability to form judgements based upon the evidence presented. Some attempt to understand differing viewpoints. The response will contain several clear and valid suggestions for change. The response will lack an overall coherence in regard to the thrust of the question.</td> </tr> <tr> <td>2</td> <td>3–4</td> <td>Partial attempt to develop arguments and form reasoned judgements. Some attempt to organise the evidence to support the points being made. The response will outline some suggested changes.</td> </tr> <tr> <td>1</td> <td>1–2</td> <td>Fragmentary attempt to analyse and evaluate a limited range of evidence. Limited attempt to develop or sustain reasoned arguments or form reasoned judgements. The response will contain a partial account of a few suggestions for change.</td> </tr> <tr> <td>0</td> <td>0</td> <td>Nothing to credit.</td> </tr> </tbody> </table>	Level	Marks	Descriptor	4	7–8	Developed and reasoned arguments put forward that support the judgements made. Good use made of a range of evidence that indicates an understanding of differing viewpoints. The response provides a coherent and detailed explanation of a range of suggestions for encouraging higher voter turnout.	3	5–6	Clear evidence of analysis and the ability to form judgements based upon the evidence presented. Some attempt to understand differing viewpoints. The response will contain several clear and valid suggestions for change. The response will lack an overall coherence in regard to the thrust of the question.	2	3–4	Partial attempt to develop arguments and form reasoned judgements. Some attempt to organise the evidence to support the points being made. The response will outline some suggested changes.	1	1–2	Fragmentary attempt to analyse and evaluate a limited range of evidence. Limited attempt to develop or sustain reasoned arguments or form reasoned judgements. The response will contain a partial account of a few suggestions for change.	0	0	Nothing to credit.	8
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	<p><b>Indicative content</b></p> <p>Question is designed to allow wide range of responses.</p> <p>Prompts suggest analysis structured around changes relating to:</p> <ul style="list-style-type: none"> <li>• right to vote: (eg proposed lowering voting age to 16)</li> <li>• electoral systems used in UK (e.g. PR for Westminster elections might allow more choice, fairer representation)</li> <li>• voting abstention (e.g. possible change to compulsory voting as in Australia)</li> <li>• digital democracy as a means of improving voter engagement (voting by email/text).</li> </ul> <p>However analysis of other changes might be discussed including:</p> <ul style="list-style-type: none"> <li>• 'Democracy day holiday' (from source)</li> <li>• more/fewer TV debates during elections</li> <li>• wider range of/more socially representative candidates/political leaders</li> <li>• less domination of elections by political parties</li> <li>• wider policy choices</li> <li>• longer/shorter election campaigns</li> <li>• easier arrangements for postal/proxy voting</li> <li>• More citizenship education.</li> </ul> <p>Question allows analysis of possible changes to devolved and local government elections such as:</p> <ul style="list-style-type: none"> <li>• more freedom from Westminster might encourage better turnout</li> <li>• smaller local authorities might invigorate local democracy and voting</li> <li>• same day voting for local/devolved/Westminster elections.</li> </ul> <p>AO3 = 8</p>	
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**TOTAL MARKS FOR THIS SECTION - 40**

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