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Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCSE

In Citizenship Studies (1CS0) Paper 01

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## **General Marking Guidance**

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question number	Answer	Mark
1(a)	<p><b>A and E are both correct.</b></p> <p>Providing library services is a service provided at local level  Providing collection services for refuse again a service at local level</p> <p>B is incorrect for accommodation for the armed forces is not done by local government but part of the armed services  C is incorrect as border checks is part of central government and the Border Agency  D is incorrect as water is not supplied by local councils  F is incorrect as staff for NHS hospitals is serviced by each individual NHS Trust</p>	(2)

Question number	Answer	Mark
1 (b)	<p>Accept the following:</p> <ul style="list-style-type: none"> <li>• Local councils spend locally raised money (1) so they have to be accountable for their actions to the community where it is raised (1)</li> <li>• It is a way local people can start to become involved in civic life (1) and elections are a transparent and open way to do this (1)</li> <li>• Standing in an election raises the profile of both individuals and issues (1). Local residents are people who live and work in that region and are good ambassadors to deliver change (1)</li> <li>• Democracy at a local level acts to mirror democracy at a higher (national) level (1). This reinforces legitimate authority of the state (1)</li> </ul> <p>Accept any other valid answer which explains the reasons.</p>	(4)

Question number	Answer	Mark
1 (c)	<p>In each case, award 1 mark for knowledge (AO1)</p> <p>Inequality can have a tremendous impact on peoples' lives it can be manifest in the following ways:</p> <ul style="list-style-type: none"> <li>• It can affect people economically if they are treated unequally in the work place – in terms of pay, conditions and prospects for advancement</li> <li>• It can affect people socially in that they feel inferior if denied an equal stake in society</li> <li>• It can affect people academically if they have an unequal chance to develop their education</li> <li>• It can lead to divisions in society which can sow discord</li> <li>• It can have an effect on people's health and wellbeing</li> <li>• It damages community life and cohesion</li> </ul> <p>Accept any other valid answer which explains the reasons.</p>	(2)

Question number	Answer	Mark
1(d)	<p>Award 1 mark for way identified and second mark for further development e.g.:</p> <ul style="list-style-type: none"> <li>Diversity means that there will be interaction and mixing between different cultures (1) which is important as it leads to a more tolerance and understanding (1)</li> <li>Acceptance of different people and their identities fosters cooperation and understanding (1). Creating a diverse society makes the UK more outward looking and part of a tolerant world (1)</li> <li>History has taught us that there are more common factors that unite us (1) and when society discriminates against others it can lead to friction and unfair violence (1)</li> </ul> <p>Accept any other valid explanation and examples which shows relevant application of knowledge and understanding.</p>	(2)

Question number	Indicative content	
2	<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO2 below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>It is important to be able to forecast the medical needs of the country in terms of doctors and carers, etc.</li> <li>It is important to monitor the population growth to cope with housing needs such as those for families and those living alone</li> <li>It is important to prepare for the educational needs of the country in terms of schools, colleges and universities</li> <li>It is important to financially prepare by monitoring the population in terms of being able to afford certain benefits such as child benefit and pensions</li> <li>Overall several aspects of society will have to be prepared if we have population growth as forecast of almost 10 million in future years</li> </ul> <p><b>Accept other valid reasons related to population change</b></p>	
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> <li>Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about the source context.</li> </ul>

<b>2</b>	<b>3-4</b>	<ul style="list-style-type: none"> <li>Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about the source context.</li> </ul>
<b>3</b>	<b>5-6</b>	<ul style="list-style-type: none"> <li>Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Good understanding of how these apply is shown by effective and sustained comment about the source context.</li> </ul>

<b>Question number</b>	<b>Name one example of direct democracy.</b>	<b>Mark</b>
<b>3 (a)</b>	<p>Award 1 mark for knowledge (AO1)</p> <ul style="list-style-type: none"> <li>Referendums are examples of direct democracy</li> <li>Examples of the above may be cited e.g. Brexit</li> <li>The use of initiatives to propose legislation</li> <li>The use of online petitions which force parliament to debate certain issues</li> <li>Members of the public being selected by lot to hold office – as was the case in Ancient Athens</li> </ul> <p>Accept any other valid answer which provides an example of direct democracy (it is not possible to credit direct action/protests as being classed as direct democracy).</p>	<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>3 (b)</b>	<p>In each case, award up to 2 marks for applying knowledge and understanding on each aspect correctly identified.</p> <p>Strengths may include:</p> <ul style="list-style-type: none"> <li>It is a simple and quick system (1) which makes it easy for the voters to understand (1)</li> <li>It maintains a constituency link with regions in the UK (1) so local people know who they can contact for issues which affect them (1)</li> <li>With occasional exceptions it has produced strong and stable governments (1) and this means that governments can put into place their manifestoes (1)</li> <li>It keeps out extremists (1) this may avoid intolerance in society (1)</li> </ul> <p>Weaknesses may include:</p> <ul style="list-style-type: none"> <li>It is unfair to small parties (1) as they do not gain the representation which they deserve (1)</li> <li>Government / MPs can secure election with less than 50 per cent of the vote (1) and this is an affront to the principle of democracy (1)</li> <li>It is said to create 'wasted votes' due to its process (1) and this may deter people from voting (1)</li> <li>The use of first past the post leads to concentrated support for parties (1) this has two major impacts, it excludes some citizens from a representative of their choice / it leads to the major parties having a vast amount of safe seats (1)</li> </ul> <p>Accept any other valid answer which explains the strengths and weaknesses of the first past the post voting system.</p>	<b>(4)</b>

Question number	Answer	Mark
	Suggest three ways by which parliament holds the government to account.	
3 (c)	<p>Three ways by which parliament holds the government to account may include:</p> <ul style="list-style-type: none"> <li>• At Prime Minister's question time</li> <li>• At Ministerial question time</li> <li>• Through a vote of 'no confidence'</li> <li>• Through various debates and motions</li> <li>• Through various committees</li> <li>• Through the legislative process</li> </ul> <p>Accept any other valid answer which demonstrates ways government is held to account by parliament.</p>	(3)
Question number	Answer	Mark
4(a)	<p><b>A is correct</b>  <b>A coalition government or a minority government may be formed</b></p> <p>B is incorrect as the Lord Chancellor is appointed by the Prime Minister  C is incorrect as there is no rule that a General Election has to be held in six months  D is incorrect as the Leader of the Opposition may not be in a position to form a government either</p>	(1)

Question number	Answer	Mark
4(b)	<p><b>A is correct</b>  <b>It is when the Monarch signs a bill which becomes an Act of Parliament</b></p> <p>B is incorrect as it is not a symbol to show royal supremacy  C is incorrect as this is a tradition or custom and not the Royal Assent  D is incorrect as this is known by the process (now obsolete) of primogeniture</p>	(1)
4 (c)	<p><b>C is correct</b>  <b>To ensure that members of the same political party vote together</b></p> <p>A is incorrect as whips do not have this power  B is incorrect as whips do not carry out this function  D is incorrect as governments have legal officers</p>	(1)

Question number	Indicative content	
4 (d)	<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO2 below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In New Zealand the government took the decision to abolish completely the second chamber but in the UK the approach which has dominated has been the process of reform thus the UK has enhanced the role of two chambers but NZ has abolished a dual legislature</li> <li>• In New Zealand the drive has been to speed up legislation and avoid gridlock. However in the UK many value a second chamber to revise and evaluate the work of the other chamber</li> <li>• In New Zealand a major problem was the dominance in the second chamber of one political party whereas in the UK the reforms to the House of Lords since 1999 mean than no one political party has an automatic majority.</li> <li>• In New Zealand abolition of the second chamber was a drastic step whereas continued incremental reform as has been the case in the UK more aptly suits our uncodified constitution</li> <li>• In the UK many express the view that our second chamber, the House of Lords, is undemocratic but in New Zealand this accusation cannot apply to how its legislature functions.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> <li>• Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about the source context.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>• Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about the source context.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>• Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Good understanding of how these apply is shown by effective and sustained comment about the source context.</li> </ul>



Question number	Answer	Mark
5 (a)	<p>In each case, award 1 mark for knowledge of the reasons why age limits have been used:</p> <ul style="list-style-type: none"> <li>• To protect young people in the world of work there are limits on what roles they can perform</li> <li>• In relation to viewing unsuitable material</li> <li>• In relation to gaming – age restrictions are applied to certain types of games</li> <li>• In relation to health – age restrictions are applied for smoking/drinking until young people are fully aware of the dangers</li> <li>• In relation to protecting vulnerability – for example, relationships</li> <li>• In relation to lack of maturity – for example not being aware of consequence of participation in dangerous activities</li> <li>• In relation to driving – road safety matters demand a minimum age</li> <li>• In relation to voting – the age of being able to vote in general elections is 18</li> </ul> <p>Accept any other valid answer which gives details of the basis of age restrictions.</p>	(2)
Question number	Answer	Mark
5 (b)	<p>In each case, award up to 1 mark for applying knowledge and understanding of why mediation may be beneficial.</p> <ul style="list-style-type: none"> <li>• It provides a much cheaper option than using the court system</li> <li>• It can also be much quicker/simpler than the court process</li> <li>• It is a more relaxed and a less confrontational process</li> <li>• The options for mediation are far more flexible and pragmatic</li> <li>• It carries less stigma than the court process in providing acceptable outcomes</li> <li>• With a range of options/outcomes mediation can provide tailored solutions to situations resulting in positive outcomes for both sides (in contrast to court action where there will be a winner and loser)</li> <li>• Mediation provides privacy when resolving disputes</li> </ul> <p>Accept any other valid answer which details the benefits of mediation.</p>	(3)

Question number	Answer	Mark
5 (c)	<p>The legal system in the UK is comprised of</p> <p>Common law – this is also known as case law or precedent. It is also sometimes referred to as ‘Judge made law’ (1) It is the practice of following past decisions which have similar facts and circumstances / Common law also sets out certain aspects of the law such as that of murder (1)</p> <p>Magna Carta – established key principles of the UK’s legal system (1) such as a right to trial by jury and the presumption of innocence (1)</p> <p>Legislation – this can be seen as Acts of Parliament or Statutes (1) Each year parliament passes a series of new statutes which enter the legal system. The various Theft Acts are examples of statutes. (1)</p> <p>EU – which is law from the European Union (1) Although the UK has opted to leave the EU – in the short term all EU law will continue to apply in the UK / Examples of EU law are the various Regulations and Directives such as those governing freedom of goods and services and freedom of labour (1)</p> <p>International agreements/conventions – these form part of the UK’s legal system (1) and cover things such as ECHR and the UN Convention (1)</p> <p>If a correct example is given without a definition it can merit 1mark.</p>	(2)

Question number	Answer	Mark
6(a)	<p><b>C is correct</b></p> <p><b>A volunteer who assists the police but works fewer hours</b></p> <p>A is incorrect as years of service is not connected to the position  B is incorrect as this is not the role of a Special Constable  D is incorrect as a Special Constable is not involved in detective work</p>	(1)

Question number	Answer	Mark
6 (b)	<p>Reasons why courts may decide to impose differing punishments on offenders who commit the same crime due to the following factors:</p> <ul style="list-style-type: none"> <li>• If the offence is the first time the convicted person has been to court</li> <li>• The character/characteristics (e.g. mental health) of the guilty person</li> <li>• The age of the guilty person</li> <li>• If the offender has pleaded guilty and entered ‘plea bargaining’</li> <li>• The impact on the family of the guilty person</li> <li>• The benefit to society of different forms of punishment</li> <li>• The benefit to the convicted person of different forms of punishment</li> </ul>	(2)

	<ul style="list-style-type: none"> <li>• Factors which may mitigate the criminal act e.g. homeless person stealing food</li> <li>• Factors which may aggravate the criminal act e.g. repeat offenders</li> </ul> <p>Other aggravating or mitigating factors may also be considered.</p>	
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Question number	Indicative content	
<b>6 (c)</b>	<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO2 below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Cuts in legal aid mean that people may not gain suitable advice about the legal issues with which they are faced</li> <li>• Cuts may also mean that it is not possible for people to obtain legal representation in court and are thus put off going to court and denied justice</li> <li>• Cuts in legal aid may mean that only the wealthy can have recourse to the legal system and it becomes out of reach of the poor</li> <li>• These cuts hit a wide range of issues which affect individuals and their families – from employment to family issues and education. These are crucial and core issues and justice should not be denied over them.</li> <li>• Right to a fair trial can be impacted due to lack of being able to access legal representation/advice</li> </ul>	
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about the source context.</li> </ul>
<b>2</b>	<b>3-4</b>	<ul style="list-style-type: none"> <li>• Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about the source context.</li> </ul>
<b>3</b>	<b>5-6</b>	<ul style="list-style-type: none"> <li>• Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Good understanding of how these apply is shown by effective and sustained comment about the source context.</li> </ul>

Question number	Answer	Mark
7 (a)	<p><b>D is correct</b>  <b>If offenders work in prison they acquire a range of skills</b></p> <p>A is incorrect as this goes against what the author is saying  B is incorrect as she does not mention cheap labour  C is incorrect as she does not state this and implies the opposite</p>	(1)

Question number	Answer	Mark
7 (b)	<p><b>C is correct</b>  <b>Prisons must address individual prisoner's needs</b></p> <p>A is incorrect as there is no real connection in this wording and extract between defendants (unconvicted) and offenders  B is incorrect as there is no connection established between rioting and boredom  D is incorrect as no linkage is made between the state's response to crime</p>	(1)

Question number	Answer	Mark
7 (c)	<p>In each case, award 1 mark for analysing the source to identify points of agreement (AO3), e.g.:</p> <ul style="list-style-type: none"> <li>• There is a need for prisons to protect society <b>(1)</b></li> <li>• After prison there is a need for prisoners to fully play a part in (integrate into) society <b>(1)</b></li> </ul> <p>Credit alternative wording as long as meaning is clear.</p>	(2)

Question number	Indicative content
7 (d)	<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO3 below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Relevant points may include:</p> <p>The case for prisoners to work:</p> <ul style="list-style-type: none"> <li>• Shemkus believes that the US example of working prisoners is a good model to replicate, however Brown Coverdale feels less certain about the claim</li> <li>• Shemkus feels that prisoners develop a range of work related skills which are easily transferable once they leave prison. Brown Coverdale in contrast is dubious about the comparison of prison work programmes.</li> <li>• The case for prison work says Shemkus is not just the practical skills which they gain but the wider life skills which are equally as important. In contrast Brown Coverdale feels the situation in prison does not equate to that in the outside world so the skills are false.</li> <li>• Getting people to work is a sure way of ensuring that they do not offend argues Shemkus. By contrast Brown Coverdale feels that understanding each individual prisoner and caring for them is the best road to prevent reoffending and not just looking at work to solve the problem</li> </ul> <p>The case against prisoners working:</p> <ul style="list-style-type: none"> <li>• Brown Coverdale feels that making all prisoners work will not necessarily lead to prisons working; there is more to the issue. By contrast Shemkus feels that work is a real panacea for prisons to be transformational</li> <li>• Brown Coverdale feels that prison tasks are ill matched to the many prisoners and the resulting work may be dysfunctional. In contrast Shemkus is not concerned with 'matching prisoners to jobs' feeling that the practice of work is beneficial in itself.</li> <li>• Brown Coverdale feels that the huge problems faced in prisons today will not be solved by making prisoners work. Shemkus in contrast believes that work will re-focus inmates thus avoiding unrest inside prisons.</li> <li>• The argument against work is built on the premise that we need to care and understand the prisoner and to look beyond the offence; work is not a quick fix solution. In contrast Shemkus believes that work could be an avenue for prisoners to pay back their debt to society, it is not care but reparations that is required.</li> </ul>

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<ul style="list-style-type: none"> <li>• Little analysis of views expressed in the source: the views are poorly understood or considered at a superficial level.</li> <li>• The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance.</li> <li>• An overall judgement on the views is missing or asserted.</li> </ul>
<b>2</b>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Some analysis of the views expressed in the source, but consideration of different views is focused mainly on one side of the argument.</li> <li>• The evaluation shows some evidence of reasoning and coherence, but it focuses mainly on one side of the argument.</li> <li>• Judgements on the views are given, but with limited substantiation.</li> </ul>
<b>3</b>	<b>7-9</b>	<ul style="list-style-type: none"> <li>• Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is un-sustained.</li> <li>• The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth.</li> <li>• Judgements on the views are given, although they may not be fully substantiated.</li> </ul>
<b>4</b>	<b>10-12</b>	<ul style="list-style-type: none"> <li>• A convincing and sustained analysis of the different views expressed in the source.</li> <li>• The evaluation contains reasoned, coherent arguments, showing good breadth and depth.</li> <li>• Judgements on the views are well substantiated.</li> </ul>

<b>Question number</b>	<b>Indicative content</b> Devolution has led to many UK residents believing that they are citizens of Scotland, Wales or Northern Ireland rather than citizens of the UK.	
<b>8</b>	<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO3 below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Arguments to support the statement may include:</p> <ul style="list-style-type: none"> <li>• Devolution has led to a sense of increased civic pride and the celebrating of regional identity taking over from a sense of 'Britishness'</li> <li>• New laws and regulations can be passed to foster a sense of cultural identity and makes the regions more distinct</li> <li>• A new tier of elections in the devolved areas has provided a different sense of political loyalty which did not exist before</li> <li>• The closeness of the devolved bodies connect more easily than the UK parliament to the devolved areas this has kindled their national pride and ended UK identity</li> <li>• Brexit has led to further fragmentation of UK identity with voters in Scotland choosing to remain in the EU and resisting leaving the single market. Northern Ireland also voted in favour of remaining in the EU and this has added to pressure on identity</li> </ul> <p>Arguments to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• Devolution has not led to a revival of culture and identity in any region. The distinctive traits which defined identity are the same pre and post devolution</li> <li>• Identity is becoming assimilated with the largest member of the UK – England being the most economically powerful and thus by sheer force eradicating regional culture and ethos</li> <li>• The Scottish Parliament has effectively functioned and served the people of Scotland and there is no demand for its abolition within Scotland</li> <li>• Wales has never sought independence and regional identity exists alongside UK identity they are not an 'either/or' option</li> </ul>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<ul style="list-style-type: none"> <li>• A simple or generalised answer, showing little analysis of relevant viewpoints.</li> <li>• The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance.</li> <li>• An overall judgement is missing or asserted.</li> </ul>
<b>2</b>	<b>4-7</b>	<ul style="list-style-type: none"> <li>• Some analysis of relevant viewpoints, but this is focused on one side of the argument.</li> <li>• The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and depth.</li> <li>• An overall judgement is given, but with limited substantiation.</li> </ul>
<b>3</b>	<b>8-11</b>	<ul style="list-style-type: none"> <li>• Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustainable.</li> <li>• The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth.</li> <li>• An overall judgement is given. Substantiation is provided, although it may not be fully evidenced.</li> </ul>

<b>4</b>	<b>12-15</b>	<ul style="list-style-type: none"><li>• Convincing and sustained analysis of relevant viewpoints on both sides of the argument.</li><li>• The evaluation contains reasoned, coherent arguments, showing good breadth and depth.</li><li>• An overall judgement is given which is well substantiated through the evidence provided.</li></ul>
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