



Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCSE  
In Citizenship Studies (1CS0) Paper 02

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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>Award 1 mark for the expected outcome identified, and the second mark for the explanation of the expected outcome</p> <ul style="list-style-type: none"> <li>• Raise awareness of [chosen issue] <b>(1)</b> which would lead to additional support/donations for the issue <b>(1)</b></li> <li>• Raise [X] amount of money to spend on [X] <b>(1)</b> which would allow our targeted group/issues to do [X] <b>(1)</b></li> <li>• Influence [X] to do [Y] <b>(1)</b> which would lead to [Z] <b>(1)</b></li> <li>• Educate [X] about [Y] <b>(1)</b> which might change opinions about [Z] <b>(1)</b></li> </ul> <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'We wanted money' or 'raise awareness'</p>	(2)
Question number	Answer	Mark
1(b)	<p>Award 1 mark for describing the way identified (up to a maximum of two marks), and the second mark for developing how this helped evaluate the success of the citizenship action (AO2), e.g.:</p> <ul style="list-style-type: none"> <li>• We chose a specific area/group of people that we wanted to deliver change for <b>(1)</b> and planned to measure the impact after our action through surveys/interviews <b>(1)</b></li> <li>• We aimed to raise awareness/persuade our target audience about [describes/names the chosen issue/change desired] <b>(1)</b> and would research how much attendance/media coverage of our event we had to check our impact <b>(1)</b></li> <li>• Throughout the planning stages we had a checklist of goals we wanted to achieve <b>(1)</b> that we discussed regularly and amended to make sure our overall action actually took place <b>(1)</b></li> <li>• We knew that we needed to raise a certain amount of money to [describes/names the change/impact planned] <b>(1)</b> so we kept records of how much we spent/raised during our citizenship action to check our methods were working <b>(1)</b></li> <li>• We wrote to [X] as a person in a position of power who could have an impact on [Y] <b>(1)</b> and we received a response that stated that [X] would do [Z] to help our action <b>(1)</b></li> </ul> <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'money raised/people knew more about it'</p>	(4)

Question number	Answer	Mark
1(c)	<p>Award 1 mark for the way given (AO2) and the second mark for further development of how it affected the outcome of the citizenship action e.g.:</p> <ul style="list-style-type: none"> <li>• Working in a group meant that we had more people to allocate roles to <b>(1)</b> which gave us the opportunity to run more events/meet our deadlines <b>(1)</b></li> <li>• Working in a group meant that we could gather more ideas on what to do for our citizenship action <b>(1)</b> and so we could have a more informed debate about what would be practical and manageable <b>(1)</b></li> <li>• Working in a group meant that we could carry out more research into our chosen topic <b>(1)</b> and so evaluate what was most likely to have an impact on our issue <b>(1)</b></li> <li>• Working in a group slowed out action down/made it harder to be successful <b>(1)</b> because some people refused to do their jobs/caused arguments/did not turn up for meetings <b>(1)</b></li> <li>• I did not work in a group but if I had done it would have helped spread the workload more evenly <b>(1)</b> which would have enabled me to organise more activities/get more ideas about methods to use <b>(1)</b></li> <li>• Working in a group helped share ideas/raise awareness more effectively <b>(1)</b> because we could meet our deadlines/reach a larger audience/allocate more roles to help with the action <b>(1)</b></li> </ul> <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'More people helped'</p>	(2)

Question number	Answer	Mark
1(d)	<p>In each case, award 1 mark for the way identified (AO2) and the second mark for further development of the way that research helped choose the action e.g.:</p> <ul style="list-style-type: none"> <li>• Researching our chosen topic helped us evaluate what the problems related to our topic were <b>(1)</b> so we changed our goals/methods/choice of topic to one that was more realistic/achievable/practical/manageable <b>(1)</b></li> <li>• Researching our chosen topic helped us decide what the most effective methods to use were <b>(1)</b> so we could be sure that our goals were achievable</li> <li>• Researching other types and examples of citizenship action that other groups in society have carried out helped us see there were different methods/goals that could be used/set <b>(1)</b> so we could then discuss as a group what the best course of action would be to ensure we were successful <b>(1)</b></li> <li>• Researching issues that affect our local community helped us decide whether or not to do a local or national action <b>(1)</b> to ensure that our chosen action had a measurable impact <b>(1)</b></li> <li>• Researching a variety of problems/data/information about issues that different members of the groups were interest in <b>(1)</b> helped us select which of these issues we could have most impact on <b>(1)</b></li> </ul> <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'We found out more about our topic'.</p>	(4)

Question number	Indicative content	
1(e)	<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 and AO3 below. These two assessment objectives should be considered together; the general marking guidance shows how to deal with answers that demonstrate abilities at different levels for each assessment objective.</p> <p><b>No marks</b> may be awarded for answers that do not relate specifically to the candidate's own citizenship action (i.e. a complete absence of AO2). AO2 and AO3 are equally weighted: answers that do not display any qualities associated with AO3 cannot be awarded more than 6 marks.</p> <p><b>Indicative content guidance</b></p> <p>Candidates must consider the statement in the light of experiences and knowledge gained during their own citizenship activity. Points made will depend to a great extent on the candidate's own experiences, but might include some of ideas below. Other relevant ideas must also be credited.</p> <p>Points in support may include:</p> <ul style="list-style-type: none"> <li>• If all members of the team do not participate equally it may lead to arguments rather than effective planning/may lead to some members of the team not feeling valued so not participating as effectively</li> <li>• Equal participation can ensure that jobs are shared out between members of the team and allow everyone to take on a role appropriate to their abilities/is more democratic</li> <li>• If everyone participates equally, members of the team can concentrate on their own jobs without checking/worrying that other people are working towards the same goal</li> <li>• Everyone participating equally can ensure that more tasks are planned/discussed/undertaken and so success is more likely</li> </ul> <p>Counter points may include:</p> <ul style="list-style-type: none"> <li>• Actions can work equally well if one member of the team takes on more responsibility than others e.g. because they have more time or confidence/because one member of the team is less able to take responsibility/carry out certain tasks</li> <li>• An action run by an individual can be equally successful if it is well planned and on an appropriately manageable scale</li> <li>• Success is dependent on other factors as well as equal participation e.g. the aims of the action or the planning carried out</li> <li>• Some actions may be successful with one or more members playing a bigger role because it is an issue they feel more passionately about than other members/are more skilled in the task(s) allocated to them</li> </ul> <p>Accept other valid points.</p>	
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-4</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 citizenship action. [AO2]</li> <li>• Little analysis of relevant viewpoints. The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. An overall judgement is missing or asserted. [AO3]</li> </ul>

2	5-8	<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 citizenship action. [AO2]</li> <li>• Some analysis of relevant viewpoints, but unsustained and focused mainly on one side of the argument. The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and/or depth. An overall judgement is given, but with limited substantiation. [AO3]</li> </ul>
3	9-12	<ul style="list-style-type: none"> <li>• Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Effective and sustained comment is made, which shows good understanding of how these apply to the citizenship action. [AO2]</li> <li>• A convincing and sustained analysis of relevant viewpoints on both sides of the argument. The evaluation contains reasoned, coherent arguments, showing good breadth and depth. An overall judgement is given which is well substantiated through the evidence provided. [AO3]</li> </ul>

Question number	Answer	Mark
2 (a)	<p>In each case, award 1 mark for the way identified and the second mark for developing the influence of this way into an explanation of how this may have influenced individuals to vote (AO2), e.g.:</p> <ul style="list-style-type: none"> <li>• The use of social media will have spread the message more quickly/easily/be seen more often <b>(1)</b> which enables people to find out more about certain political party policies and decide who to vote for <b>(1)</b></li> <li>• The use of social media is more likely to attract younger voters <b>(1)</b> who may be influenced by the views that they see <b>(1)</b></li> <li>• Using social media to encourage people to register to vote helped increase the numbers of registered voters <b>(1)</b> which makes it more likely that people will then go on to vote later <b>(1)</b></li> <li>• Widespread use of social media raises the profile of individuals or political party's policies as well as the election itself <b>(1)</b> which means more people will talk about certain policies or click on links to find out more about certain issues <b>(1)</b></li> <li>• Making links with individuals/organisations on social media who already have a large following can increase awareness of policies/parties <b>(1)</b> and can influence individuals to vote/vote in a certain way because they support that individual/organisations views <b>(1)</b></li> <li>• Social media can play an educational role on political views and policies <b>(1)</b> which may influence people to vote in a certain way <b>(1)</b></li> </ul> <p>Accept any other valid point.</p>	<b>(4)</b>

Question number	Answer	Mark
2(b)	<p>In each case, award 1 mark for the reason identified and the second mark for developing the reason given into an explanation of why the voting behaviour of under-30-year-olds differs from that of those aged over 50 (AO2), e.g.:</p> <ul style="list-style-type: none"> <li>• Some parties campaign regularly on social media <b>(1)</b> which may appeal to younger voters more as they are more likely to use social media and see that parties' campaign; conversely, this may have little impact on some older voters who are largely unaware of such campaigns <b>(1)</b></li> <li>• Surveys shows that the younger a voter is, the more likely they are to vote for the Labour Party <b>(1)</b> which suggests that Labour may have policies that are more appealing to younger people; conversely older voters are more likely to vote for and support the Conservatives <b>(1)</b></li> <li>• The Labour Party specifically campaigned on social media to encourage young voters to register <b>(1)</b> which means those young people who did register to vote will be more familiar with the Labour Party and perhaps more likely to vote for them or, conversely, older Conservative supporters, unaware of such social media campaigning, may have stuck to their traditional behaviour <b>(1)</b></li> <li>• Some political parties have policies that are more attractive to older/younger voters such as [X] <b>(1)</b> which makes under 30s/50s more likely to vote for them <b>(1)</b></li> </ul> <p>Accept any other valid point.</p>	<b>(2)</b>



Question number	Answer	Mark
2(c)	<p>Award 1 mark for identifying a reason derived from analysing (AO3) why the viewpoint might be wrong. The additional marks are to be awarded for developing this into an explanation that relates to evidence found in the source, e.g.:</p> <ul style="list-style-type: none"> <li>• The Labour Party made great use of social media during the 2017 and 2015 campaigns <b>(1)</b> which helped Jeremy Corbyn gain 90,000 Twitter followers in June 2019 <b>(1)</b></li> <li>• Labour have chosen to make links with celebrities to raise their social media profile <b>(1)</b> such as Stormzy and Jme who have 1.5 million followers and may be influenced by their links with the Labour Party <b>(1)</b></li> <li>• The Conservative Party also made use of social media by hiring digital experts <b>(1)</b> which shows that they understand it is important even if they were not as successful at using it as the Labour Party <b>(1)</b></li> <li>• Labour used Facebook and Twitter to encourage voters to register to vote <b>(1)</b> which demonstrates how important they think social media is because they are not just focused on winning support on social media <b>(1)</b></li> </ul> <p>Accept any other valid point.</p>	<b>(2)</b>

Question number	Indicative content	
2(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>• The use of social media has allowed political parties to spread their messages more quickly and easily and so encourage people to join their campaigns</li> <li>• Social media can be used by various organisations (as well as political parties) to promote support for individual policies that interest people which may encourage more participation</li> <li>• Social media also encourages people to get involved in politics in ways other than voting such as showing support for policies/parties/individuals and encouraging others to also show support</li> <li>• Social media can be used to spread awareness of and encourage individuals to join direct action such as rallies or demonstrations</li> </ul> <p>Accept any other valid points.</p>	
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 actions in 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 actions in 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 actions in the source context.</li> </ul>

Question number	Answer	Mark
3	<p>C Independent Press Standards Organisation</p> <p>A Federal Communications Commission <b>is incorrect because this is an American organisation</b></p> <p>B Press Complaints Commission <b>is incorrect because it was closed in 2014 and replaced by [C]</b></p> <p>C Independent Press Standards Organisation <b>is the correct answer as it was set up to regulate the press in 2014</b></p> <p>D National Archives <b>is incorrect because this is the official archive for the UK government</b></p>	(1)

Question number	Answer	Mark
4	<p>C limits trade or contact with another country</p> <p>A improves living conditions in another country <b>is incorrect because this is a definition of aid</b></p> <p>B uses military force against another country <b>is incorrect because this is a definition of using force</b></p> <p>C limits trade or contact with another country <b>is the correct definition</b></p> <p>D resolves conflict between other countries <b>is incorrect because this is a definition of mediation</b></p>	(1)

Question number	Answer	Mark
5	<p>B collection of signatures supporting an issue</p> <p>A survey of public views about an issue <b>is incorrect because this is a definition of an opinion poll</b></p> <p>B collection of signatures supporting an issue <b>is the correct definition</b></p> <p>C survey of population size <b>is incorrect because this is a definition of a census</b></p> <p>D list of people registered to vote <b>is incorrect because this is a definition of the electoral roll</b></p>	(1)

Question number	Answer	Mark
6	<p>Accept one of the following examples (<b>credit any other valid example of a pressure group/issue</b>):</p> <ul style="list-style-type: none"> <li>• Amnesty International <b>(1)</b> – human rights <b>(1)</b></li> <li>• Greenpeace <b>(1)</b> – environmental issues <b>(1)</b></li> <li>• Liberty <b>(1)</b> – human rights/freedoms/individual liberty <b>(1)</b></li> </ul> <p>Also accept other valid points <b>but</b> check any unusual answers as they may refer to local pressure groups.</p>	<b>(2)</b>

Question number	Answer	Mark
7	<p>In each case, award 1 mark for the way identified, and the second mark for developing the way into an explanation of how this helps support the rights of people in the workplace, e.g.:</p> <ul style="list-style-type: none"> <li>• Trade unions often have representatives in the workplace <b>(1)</b> who can advise workers of their rights and/or negotiate with employers <b>(1)</b></li> <li>• Staff associations can also act like trade unions to represent staff <b>(1)</b> by having discussions with employers about issues in the workplace <b>(1)</b></li> <li>• Workers can also go to a tribunal if they think they have been treated unlawfully <b>(1)</b> where an independent panel will make a ruling on the issue raised <b>(1)</b></li> <li>• Governments have passed legislation related to the workplace <b>(1)</b> which individuals and organisations can check if they feel their rights have been infringed <b>(1)</b></li> </ul> <p>Accept any other valid point which demonstrates how the rights of people in the workplace are supported.</p>	<b>(2)</b>

Question number	Answer	Mark
8	<p>In each case, award 1 mark for each valid difference identified (up to a maximum of two marks) and the second mark for developing the difference into an explanation (up to a maximum of two marks), e.g.:</p> <ul style="list-style-type: none"> <li>• Unlike in a non-democratic political system, in a democratic political system, citizens can vote for their government/have a say in who runs their country <b>(1)</b> whereas citizens of a non-democratic political system do not usually have the right to vote/have a say in who runs their country <b>(1)</b></li> <li>• Non-democratic political systems do not usually have human rights laws in place <b>(1)</b> and so citizens are less likely to have their rights protected <b>(1)</b></li> <li>• Some/All forms of protest against the government are usually banned in non-democratic political systems <b>(1)</b> which limits political participation and representation <b>(1)</b></li> <li>• Censorship is often a key feature of non-democratic political systems <b>(1)</b> which means that there is rarely a free press <b>(1)</b></li> <li>• Democratic political systems usually have several political parties <b>(1)</b> whereas non-democratic political systems usually only have one political party or political parties may be banned altogether <b>(1)</b></li> </ul> <p>Accept any other valid point that demonstrates relevant knowledge and understanding of the differences between democratic and non-democratic political systems</p>	<b>(4)</b>

Question number	Indicative content	
9	<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 AO1 below.</p> <p>Answers that do not attempt to deal with both NATO and the United Nations must be limited to a maximum of 3 marks.</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 regarding NATO may include:</p> <ul style="list-style-type: none"> <li>• The UK should make peace-keeping troops available to NATO</li> <li>• The UK should act to defend other NATO members who are attacked</li> <li>• The UK should contribute 2% of its GDP on NATO</li> <li>• The UK should send delegates to the NATO Parliamentary Assembly twice a year</li> </ul> <p>Relevant points regarding the United Nations may include:</p> <ul style="list-style-type: none"> <li>• The UK should make peace-keeping troops available to the UN</li> <li>• The UK is one of the five permanent members of the UN Security Council</li> <li>• The UK should contribute to the UN budget and the peace-keeping budget</li> <li>• The UK should send representatives to the UN General Assembly meetings</li> </ul> <p>Accept other valid points.</p> <p><b>Simple points related to both organisations will be limited to the bottom of level 2.</b></p>	
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding is shown of concepts, terms and issues relevant to the question.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Answer shows some knowledge and understanding relating solely to <i>one</i> organisation named in the question.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>• Some knowledge and understanding is shown of concepts, terms and issues relevant to the organisations named in the question.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Answer shows detailed knowledge and understanding relating solely to <i>one</i> organisation named in the question.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>• Detailed knowledge and understanding is shown of concepts, terms and issues relevant to <i>both</i> organisations named in the question.</li> </ul>

Question number	Indicative content	
10	<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>• The media should be able to report events free of bias so people can make their own minds up about issues</li> <li>• Individuals need to be able to trust their source of news – so the media should remain impartial</li> <li>• If the media does not focus on reporting the news, people may not realise that important events or issues have occurred</li> <li>• Reporting events with a personal opinion or slant may unfairly influence people’s minds about political issues e.g. elections or referendums</li> </ul> <p>Arguments to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• Forcing the media to only report the news is a form of censorship, which is undemocratic</li> <li>• Freedom of expression is a human right that should also apply to the media</li> <li>• It can be argued that the people want the media to report on more issues than the news, as sales/viewing figures/readership of media outlets that include entertainment and opinions tend to be higher than ‘pure’ news reporting</li> <li>• The media can and do play an important investigative role in a democratic society e.g. MPs’ expenses, the Leveson inquiry</li> </ul> <p>Accept other valid points.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<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> </ul>
2	3-5	<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> </ul>
3	6-8	<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> </ul>
4	9-10	<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> </ul>

Question number	Indicative content	
11	<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>• Individual nations can make sure that human rights are protected in legislation</li> <li>• National courts can react more quickly to court cases where human rights may have been breached and are more able to consider the individual nation's values and laws</li> <li>• It is the responsibility of individual nations to make sure that human rights are protected rather than international organisations</li> <li>• Allowing international organisations to take the lead on protecting human rights takes power away from individual countries and can be seen as interfering with independent governments</li> </ul> <p>Arguments to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• Individual nations may not have laws in place to protect certain human rights, and so it may be necessary for international organisations to pass laws/agreements on human rights</li> <li>• International organisations are better able to tackle disputes over human rights between countries or between groups of individuals and their government if there are few human rights laws protecting them</li> <li>• Not all countries have the same human rights laws, so international organisations may be best placed to act to protect human rights</li> <li>• International agreements already exist to help protect human rights and have been adopted by many countries</li> </ul> <p>Accept other valid points.</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<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>
2	4-7	<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>
3	8-11	<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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