



Pearson  
Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE  
In Citizenship Studies (1CS0)  
Paper 2

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2022

Question Paper Log Number

Publications Code 1CS0\_02\_2206\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2022

## 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 stating how secondary research was carried out, and the second mark for explaining how this helped choose the citizenship action (AO2), e.g:</p> <ul style="list-style-type: none"> <li>• We looked at the YouGov website to look at opinion polls and find out what people's attitudes towards issue XXX were <b>(1)</b> to find out whether or not our personal beliefs about XXX were common and whether or not we would be able to realistically change people's minds <b>(1)</b></li> <li>• I used the search function on social media sites like Twitter to find out what was trending related to issue XXX <b>(1)</b> to help decide if our proposed issue and action would be something people would be interested in donating to/participating in <b>(1)</b></li> <li>• I looked at examples of previous citizenship actions in our school that had been successful <b>(1)</b> to check what actions had already been completed so that we didn't repeat something that had already been done <b>(1)</b></li> <li>• I read about examples of citizenship actions in newspapers <b>(1)</b> That had made a difference to peoples lives / opinions <b>(1)</b></li> </ul> <p><b>Do not accept generic answers</b> that do not clearly relate to the candidate's own specific citizenship action, e.g. 'I read a newspaper article'</p>	(2)

Question Number	Answer	Mark
<b>1(b)</b>	<p>In each case, award 1 mark for each reason stated (AO2) and the second mark for further development of why that was more strongly persuasive e.g.:</p> <ul style="list-style-type: none"> <li>• The results of our survey of students in our school told us which issue would be most popular <b>(1)</b> which showed us what issue to focus on in order to be achieve our goals. <b>(1)</b></li> <li>• Viewpoints about XXX that matched our personal viewpoints made it easier to write our awareness-raising presentation <b>(1)</b> because we could make more the presentation more convincing and passionate and so make a difference by gaining more support for XXX <b>(1)</b></li> <li>• Considering the variety of views about XXX helped us plan for difficult questions or problems that might be raised by the people in power who our action on XXX was aimed at <b>(1)</b> which meant that we could plan our answers in advance and/or suggest solutions to the problems raised that would allow our action to work <b>(1)</b></li> </ul> <p><b>Do not accept generic answers</b> that do not clearly relate to the candidate's own specific citizenship action, e.g. 'we found out what lots of people thought about XXX'</p>	<b>(4)</b>

Question Number	Answer	Mark
1(c)	<p>Award 1 mark for the reason given (AO2) and the second mark for further development of why collaborating with others during a citizen action may be challenging e.g.:</p> <ul style="list-style-type: none"> <li>• Collaborating with others can be challenging if one person has a very strong opinion about what the action should be about <b>(1)</b> because it may be difficult to come to an agreement on the topic to choose <b>(1)</b></li> <li>• Collaborating with others can be challenging if there are too many people in your group <b>(1)</b> because there may not be enough jobs for everyone to do and so people misbehave or lose motivation <b>(1)</b></li> <li>• Collaborating with others can be challenging if you are made to work in a group with people you don't know/like <b>(1)</b> because this may increase the chances of conflict within the group and make your action less effective and less likely to make a difference <b>(1)</b></li> </ul> <p><b>Do not accept generic answers</b> that do not clearly relate to the candidate's own specific citizenship action, e.g. 'it's hard to work with other people'</p>	<b>(4)</b>

Question Number	Answer	Mark
1(d)	<p>In each case, award 1 mark for the method stated (AO2) and the second mark for further development of how that helped evaluate the extent to which you achieved your goals e.g.:</p> <ul style="list-style-type: none"> <li>• We measured the impact of our action/if we had achieved our goals through collating surveys/interviews <b>(1)</b> which showed us whether we had managed to affect the specific area/issue/group of people that we wanted to deliver change for <b>(1)</b></li> <li>• We kept records of how much attendance/media coverage of our event we had to check if we had achieved our goal <b>(1)</b> this showed that our aim to raise awareness/persuade our target audience about [describes/names the chosen issue/change desired] was/was not achieved <b>(1)</b></li> <li>• Throughout the planning stages we had a checklist of goals we discussed regularly and amended <b>(1)</b> to make sure our overall action actually took place and had more chance of succeeding achieve <b>(1)</b></li> <li>• We kept records of how much we spent/raised during our citizenship action so we could check how much we spent against how much we raised to find out if we were successful <b>(1)</b> because we knew that we needed to raise a certain amount of money to make a difference to XXX so we could then do YYY with the money raised <b>(1)</b></li> </ul> <p><b>Do not accept generic answers</b> that do not clearly relate to the candidate's own specific citizenship action, e.g. 'money was raised/people knew more about it'</p>	<b>(4)</b>

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>• Lack of planning may mean that some parts of the action get missed out, causing it to fail to make a difference</li> <li>• Lack of planning may mean that some people end up with too much work to do so fail to complete all their tasks</li> <li>• Lack of planning may mean that the chosen action clashes with another event or cannot be held because of lack of permission</li> <li>• Lack of planning may mean that the methods chosen are not appropriate for the goals set, so cannot work</li> </ul> <p>Counter points may include:</p> <ul style="list-style-type: none"> <li>• A successful action may take place with spontaneous action rather than thorough planning e.g. collecting signatures on a petition to show support for an issue</li> <li>• Other factors may be more significant in preventing goals from being achieved e.g. lack of leadership</li> <li>• Failure to achieve goals may be caused by a lack of support from people in power for the chosen action- no amount of planning can resolve this</li> <li>• An action can be very well planned and organised but still fail to achieve goals such as making a difference to XXX</li> </ul> <p>Accept any other valid answer.</p>



Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<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>
Level 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>
Level 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
<b>2(a)</b>	<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 shows the campaign was successful (AO2), e.g.:</p> <ul style="list-style-type: none"> <li>• Marcus Rashford’s campaign changed the course of a government decision by gaining lots of public support and donations <b>(1)</b> this helped to persuade the government to continue the free school meal campaign during school summer holidays <b>(1)</b></li> <li>• Marcus Rashford’s campaign included writing an open letter to all the MPs in Parliament that asked the Prime Minister to reconsider continuing the free school meals scheme into the summer holidays <b>(1)</b> this helped changed the Prime Minister’s mind and secure more funding for the scheme <b>(1)</b></li> <li>• A petition launched by Marcus Rashford <b>(1)</b> pressured the government into providing £170 million extra funding for free school meals during October half term and Christmas holiday <b>(1)</b></li> </ul> <p>Accept any other valid answer.</p>	<b>(4)</b>

Question Number	Answer	Mark
<b>2(b)</b>	<p>In each case, award 1 mark for the suggested method (AO1):</p> <ul style="list-style-type: none"> <li>• Crowd-funding <b>(1)</b></li> <li>• Individual fund-raising events <b>(1)</b></li> <li>• Asked the local MP to introduce a PMB related to funding for free school meals <b>(1)</b></li> <li>• Use of traditional media to raise awareness/gain support <b>(1)</b></li> </ul> <p>Accept any other valid answer.  <b>Do not</b> accept the methods identified in the source- use of social media, lobbying/pressuring MPs/government/ministers, writing to all the MPs in Parliament, e-petition, fundraising, celebrity status.</p>	<b>(2)</b>

Question Number	Answer	Mark
2(c)	<p>Award up to 2 marks for a reason derived from analysing (AO3) why the viewpoint might be accurate. The first mark is for providing a valid reason, and the second mark is 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 campaign persuaded the government to change their policy twice <b>(1)</b> which they may not have listened to/known about if Marcus Rashford did not have celebrity status to influence supporters/raise awareness <b>(1)</b></li> <li>• Marcus Rashford had support from the media and the public <b>(1)</b> which may have helped influenced the government and the Prime Minister's change of policy <b>(1)</b></li> <li>• Marcus Rashford wrote an open letter to all the MPs in Parliament asking for the policy to be reconsidered <b>(1)</b> which led to a change of policy two days later <b>(1)</b></li> </ul> <p>FareShare chief executive Lindsay Boswell said the footballer's commitment to tackling child hunger 'has simply been incredible' <b>(1)</b> and was helped by his Premier League footballer status- which is what led to so much support and the changing of government policy <b>(1)</b></p>	<b>(2)</b>

Question Number	Indicative content
<b>2(d)</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>• Celebrity campaigns can easily be ignored by people in power such as the government, especially if they do not agree with the celebrity's ideas</li><li>• Not everyone may like or know who a particular celebrity is, so may not join their campaign or donate money when the celebrity makes an appeal</li><li>• Celebrity campaigns may be perceived as trying to achieve personal publicity rather than action to help a cause, so may be ignored by members of the public or the government</li><li>• Celebrity endorsement does not always help campaigns achieve all their goals permanently e.g. Marcus Rashford's campaign may have helped lead to changes in government policy here, but the changes made may not be permanent ones if funding runs out or is directed elsewhere</li><li>• Other forms of campaigning are perceived as more valid/significant/effective such as voting or lobbying politicians</li></ul> <p>Accept any other valid answer.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 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 actions in the source context.</li> </ul>
Level 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 actions in the source context.</li> </ul>
Level 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 actions in the source context.</li> </ul>

Question Number	Answer	Mark
3	<p>A. joining a group to give support to a particular cause or policy <b>is incorrect because this is related to participation instead.</b></p> <p>B. citizens voting on a particular cause or policy <b>is incorrect because this is related to participation instead.</b></p> <p>C. trying to influence the opinions of decision-makers <b>is the correct answer.</b></p> <p>D. organising an event to disrupt society as a protest is incorrect because this <b>is related to participation instead.</b></p>	(1)

Question Number	Answer	Mark
4	<p>A. International Criminal Court <b>is incorrect because this is a court.</b></p> <p>B. Amnesty International <b>is the correct answer.</b></p> <p>C. Liberal Democrats <b>is incorrect because this is a political party.</b></p> <p>D. NATO <b>is incorrect because this is an international organisation.</b></p>	(1)

Question Number	Answer	Mark
5	<p>A. encourage opposition to pressure groups <b>is incorrect because this is not a way of engaging in the political process itself.</b></p> <p>B. submit tax forms to the government via the internet <b>is incorrect because this is not a way of engaging in the political process itself.</b></p> <p>C. represent the rights of workers with their employers <b>is incorrect because this is not a way of engaging in the political process itself.</b></p> <p>D. enable engagement with voters and make them more likely to vote <b>is the correct answer.</b></p>	(1)

Question Number	Answer	Mark
6	<p>Award 1 mark for a valid way and the second mark for developing the reason into an explanation (AO1), e.g.:</p> <ul style="list-style-type: none"> <li>• NGOs can raise awareness of how diseases are spread and how to prevent this <b>(1)</b> which can improve public health so supporting development <b>(1)</b></li> <li>• NGOs can organise education programmes <b>(1)</b> that benefit the economy as more citizens will be able to work in higher-skilled jobs <b>(1)</b></li> <li>• NGOs can set up fundraising projects to build infrastructure <b>(1)</b> that improves the country such as wells that give access to clean water <b>(1)</b></li> </ul> <p>Accept any other valid answer.</p>	(2)

Question Number	Answer	Mark
<b>7</b>	<p>In each case, award 1 mark for knowledge (AO1) of reasons why citizenship participation in politics is limited, up to a maximum of 2 marks, e.g.:</p> <ul style="list-style-type: none"> <li>• Lack of knowledge of political issues <b>(1)</b></li> <li>• Lack of time to participate because of long working hours or childcare commitments <b>(1)</b></li> <li>• Apathy about politics in general or about issues that do not directly affect individuals <b>(1)</b></li> <li>• Belief that their demographic group is not addressed/listened to in mainstream politics <b>(1)</b></li> </ul> <p>Accept any other valid answer.</p>	<b>(2)</b>

Question Number	Answer	Mark
<b>8</b>	<p>In each case, award 1 mark for a valid role of the press regulator and the second mark for developing the role further (AO1), e.g.:</p> <ul style="list-style-type: none"> <li>• Press regulation helps to protect the public interest <b>(1)</b> by ensuring that the press do not publish stories that intrude on people's private lives <b>(1)</b></li> <li>• The Independent Press Standards Organisation (IPSO) aims to hold newspapers and magazines to account for their actions <b>(1)</b>, protect individual rights, uphold high standards of journalism and help maintain freedom of expression <b>(1)</b></li> <li>• The independent press regulator IMPRESS also works to enforce a standards code <b>(1)</b> and try to improve public trust in the print media <b>(1)</b></li> <li>• Membership of press regulations organisations is voluntary <b>(1)</b> this was agreed by the industry itself following the Leveson Report <b>(1)</b></li> </ul> <p>Accept any other valid role or explanation.</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. Answers that do not attempt to deal with both the Commonwealth and the World Trade Organisation 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 the work of the Commonwealth may include:</p> <ul style="list-style-type: none"><li>• It tries to advance its aims within its members: mainly former members of the British Empire</li><li>• It aims to advance democracy and good governance</li><li>• It runs/encourages projects to help overcome poverty and encourage prosperity in member countries</li><li>• It tries to promote informal trade agreements between member countries</li></ul> <p>Relevant points regarding the work of the World Trade Organisation may include:</p> <ul style="list-style-type: none"><li>• It helps to agree world trade rules so regulating how the UK trades with other countries</li><li>• It can mediate between members who experience trading disputes, so giving the UK support if they experience problems with trade agreements</li><li>• It encourages participating in free trade which means the UK has more markets to trade in</li><li>• It helps individual producers, exporters and importers trade with each other more efficiently, which is especially important for the UK now that it has left the European Union</li></ul> <p>Accept any other valid answer.</p>



Level	Mark	Descriptor
	0	No rewardable material.
Level 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>
Level 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>
Level 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 that the only way to prevent international conflict is through the use of force may include:</p> <ul style="list-style-type: none"> <li>• Force is the best deterrent for countries that may be threatening other countries</li> <li>• Force may be the only way to physically stop human rights abuses in a country</li> <li>• Countries may choose to ignore sanctions, leaving force as the only option</li> <li>• Countries may choose not to take part in diplomatic means of avoiding conflict, leaving force as the only way of deterring or preventing further conflict</li> </ul> <p>Arguments to counter the statement that the only way to prevent international conflict is through the use of force may include:</p> <ul style="list-style-type: none"> <li>• Force does not always stop conflict within or between countries, and may escalate violence</li> <li>• Sanctions may be a more effective means of preventing conflict as countries will want to avoid damaging their economy</li> <li>• Most countries would rather pursue diplomatic ways of resolving conflict to avoid force being used against them</li> <li>• International organisations exist to prevent conflict through means other than force, which suggests that their members want to actively avoid using force against each other</li> </ul> <p>Accept any other valid answer.</p>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable material.
Level 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>
Level 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>
Level 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>
Level 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 that action within the local community is the most effective way to address injustice may include:</p> <ul style="list-style-type: none"> <li>• Action within your own local community may motivate people to volunteer more time as they see the benefits to their own community</li> <li>• The organisers of local community actions will be better placed to know what injustice their community needs to tackle as a priority</li> <li>• Groups or individuals working on local actions will be able to choose projects/events that gain the most support as they will know what attracts local people</li> <li>• Campaigning through local action will give successful individuals or groups more independence over how to spend money raised rather than relying on government grants that may specify what must be done with the money</li> </ul> <p>Arguments to counter the statement that action within the local community is the most effective way to address injustice may include</p> <ul style="list-style-type: none"> <li>• The injustice at the heart of local action may be part of a broader or national pattern or problems that need tackling so may not be solved on a local level</li> <li>• National schemes may target groups most in need more effectively</li> <li>• National schemes may have more funding to devote to tackling injustice</li> <li>• Governments are best placed to legislate to tackle injustice rather than relying on local community efforts which may be inconsistent or ineffective</li> </ul> <p>Accept any other valid answer.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 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>
Level 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>
Level 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>
Level 4	12-15	<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>