

# Mark Scheme (Results)

## Summer 2008

GCSE

### GCSE Citizenship Studies (3280)

## Mark Scheme Section A

Question Number	Answer	Mark
1(a)	<ul style="list-style-type: none"> <li>• 1 mark for simple statement of aim eg - improve the environment or help the elderly.</li> <li>• 2nd mark for more detailed/explicit response eg - 'to organise a re-cycling programme for the school' or 'to raise funds for Help the Aged'.</li> <li>• OR 2nd mark for clearly different/second/additional aim</li> </ul>	2

Question Number	Answer	Mark
1(b)	<ul style="list-style-type: none"> <li>• 1 mark for giving a reason which clearly indicates candidate understands key features of Citizenship eg helping others OR working together as a team OR supporting the community OR improving the environment.</li> </ul>	1

Question Number	Answer	Mark
1(c)	<ul style="list-style-type: none"> <li>• 1 mark for making a clear choice eg: two more people would have helped us complete everything in time; OR two fewer would have reduced the congestion and confusion.</li> <li>• 1 mark for developing or explaining basic answer: eg only three people were in our team so at the car boot sale we did not have enough helpers, 2 more would have been a real help; OR there were five clear roles to be undertaken so having 7 in the team meant that 2 people were just filling in rather than being responsible themselves</li> </ul> <p>0 marks for just saying it would be better with fewer/more NB marks are not available for stating number in team</p>	2

Question Number	Answer	Mark
1(d)	<ul style="list-style-type: none"> <li>• up to 2 marks for clear, explicit role/responsibility with some detail eg: I was the Transport Manager responsible for getting the vegetables we had grown to the farmers market; I was also responsible for paying the takings into the Christian Aid bank account</li> <li>• OR 2 marks if 2 clearly different responsibilities are stated.</li> </ul>	2

Question Number	Answer	Mark
1(e)(i)	<ul style="list-style-type: none"> <li>1 mark for referring to different role/responsibility undertaken by another team member - there must be some detail</li> <li>eg: Shazu liaised with Citizenship teacher and getting permission from the Head of Year or Head Teacher when necessary, or another member of the team was responsible for questionnaires and/or helping with the posters</li> </ul>	1

Question Number	Answer	Mark
1(e)(ii)	<ul style="list-style-type: none"> <li>up to 2 marks for indicating whether they were successful or unsuccessful with a clear indication of criteria you are using to reach such judgments - eg Shazu was successful because he did everything that needed doing in good time and kept everyone fully informed. OR Helen was not really successful because she was disorganised, didn't stick to the agreed plans and left everything to the last minute.</li> </ul> <p>Answer to (e)(ii) does not need to depend on the answer to (e)(i). For 2 marks the answer must refer to other member(s) of the team not just the (generic) team as a whole</p>	2

Question Number	Indicative content	
1(f)	<p><b>Bullet points in question need to be used/explained not just repeated</b></p> <p>Any Citizenship activity should cause no problem with the application of the levels. If answers are clearly astray from what Citizenship activities are, or could be then we cannot reward them for irrelevance.</p>	
Level	Mark	Descriptor
Level 1	1-2	Level 1 opinion supported by one relevant reason
Level 2	3-4	Level 2 basic for and/or against supported by relevant evidence and/or examples
Level 3	5-6	Level 3 structured reasoned evaluation referring to other point of view; limited but effective use of bullet points
Level 4	7-8	Level 4 for a coherent reasoned evaluation based on argument/evidence giving a balanced account of an alternative point(s) of view to reach a personal conclusion; good use of bullet points

## Mark Scheme Section B

Question Number	Answer	Mark
2(a)	<p>The only acceptable answers are listed here.</p> <ul style="list-style-type: none"> <li>1 mark for simple statement eg 'who or what someone is' or 'a person's self image' or 'how a person sees herself/himself'. Allow responses which describe features of identity rather than offer a definition.</li> </ul> <p>Features of an identity can include race, colour, gender, sexuality, religion, DNA. Who you/they are, who a person is, where you come from, how you look, speak, dress are all acceptable.</p> <p>Identity is not the same as personality.</p>	1

Question Number	Answer	Mark
2(b)	<p>The only acceptable answers are listed here.</p> <ul style="list-style-type: none"> <li>1 mark for each simple statement (max 2) eg helps others within a community /understand the person's attitudes / and behaviour' or 'helps people / understand your motives or opinions'.</li> </ul> <p>Allow responses which describe features of identity rather than offer a definition, eg because it says who or what you are.</p> <p>Credit anything that clearly shows that identity is what marks you/someone out from somebody else, tells you about someone, it says who you are.</p> <p>Any correct reference to ID or identity theft or proof of age or proof of IDs is 1 mark. OR what you are part of OR proud of about yourself OR where you come from OR what religion you follow.</p>	2

Question Number	Answer	Mark
2(c)	<p>The only acceptable answers are listed here.</p> <ul style="list-style-type: none"> <li>1 mark for clear expression of the basic point eg People of mixed races, mixed origin, mixed black and white, coloured.</li> </ul> <p>Two different races OR parents from two different races or countries or ethnic backgrounds NOT cultures or religions. An example eg 'someone who is half Jamaican and half English'.</p> <p>It must be clear that the answer relates to a person or people NOT to a community or society.</p>	1

Question Number	Answer	Mark
2(d)	<p>Examiners need to be wary of any racist comments here (overt or covert).</p> <p>Race is not to be confused with culture. This question is about immigration into the UK and migration within the UK, NOT emigration from the UK.</p> <p>1 mark for anything referring to immigration eg</p> <ul style="list-style-type: none"> <li>• (more) black people moving to London</li> <li>• 2nd and 3rd marks are for further relevant examples or development eg because of more jobs there, but it must be clear that the answer does or can relate to London (eg low paid jobs which others/whites don't want) and NOT just to the UK as a whole.</li> <li>• Continued/rising births of mixed race/origin children</li> <li>• 1 mark can also be awarded for an accurate reference to white migration (not emigration), i.e. white people moving out of London to the suburbs or the country.</li> </ul>	3

Question Number	Answer	Mark
2(e)(i)	<p>The only acceptable answers are listed here.</p> <ul style="list-style-type: none"> <li>• 1 mark for two elements probably relating to age gender, ethnicity or role</li> </ul> <p>Eg black/mixed race/coloured Male/man Footballer Plays for Manchester United British Rio Ferdinand</p> <p>0 marks for plays football or plays for a club, father, husband, idol or anything else</p>	1

Question Number	Answer	Mark
2(e)(ii)	<p>The only acceptable answers are listed here.</p> <ul style="list-style-type: none"> <li>• 1 mark for two elements probably relating to age</li> </ul> <p>Eg, Asian/Chinese/Oriental/Mixed Race/Female/teenage or young/school girl/scholar/student/library or bookshop worker</p>	1

Question Number	Answer	Mark
3(a)	<p>The only acceptable answers are listed here.</p> <ul style="list-style-type: none"> <li>• 1 mark for Eg 'right to choose' and/or 'reject healthy meals' OR taking away what they want OR denying them their right to junk food OR what they want</li> </ul>	1
Question Number	Answer	Mark
3(b)	<p>The only acceptable answers are listed here.</p> <ul style="list-style-type: none"> <li>• 1 mark for Eg right to 'get the nutrition they need to grow healthily' or similar phrase OR To not have to eat junk food OR to be able to eat healthy food</li> </ul>	1

Question Number	Answer	Mark
3(c)	<ul style="list-style-type: none"> <li>• 1 mark for each basic point plus 1 further mark for some development/explanation - eg 'getting junk food for the children' might be the basic point with reference to the way the schools policy is being thwarted as the development or explanation or 'setting poor role models' could be the basic point, with 'diluting the chance of getting through to children the need to eat healthily' as the development or explanation or giving other people's/parents' children junk/unhealthy food or working against Jamie's hard work/government policy/guidelines/school policy/rules.</li> </ul>	4

Question Number	Answer	Mark
4(a)	<ul style="list-style-type: none"> <li>• 1 mark for C - Muslims protest against publication of blasphemous cartoons</li> </ul>	1

Question Number	Answer	Mark
4(b)	<ul style="list-style-type: none"> <li>• 1 mark for B - practice or promote their religion</li> </ul>	1

Question Number	Answer	Mark
4(c)	<ul style="list-style-type: none"> <li>• 1 mark for A - freedom of opinion and expression</li> </ul>	1

Question Number	Answer	Mark
4(d)	<ul style="list-style-type: none"> <li>• 1 mark for B - murder</li> </ul>	1

Question Number	Answer	Mark
4(e)	<ul style="list-style-type: none"> <li>• 1 mark for each (max 2) <ul style="list-style-type: none"> <li>– Human rights are natural rights OR rights everybody has/should have OR are based on morals/morality OR is/should be respected in all countries</li> <li>– Correct explanation of human rights but not legal rights (or vice versa), but have no explanation of a difference</li> <li>– Legal rights are decided by law</li> <li>– Human rights relate to all age groups (with example) eg freedom of speech</li> <li>– Legal rights are age group related (with example) eg 18 to buy alcohol</li> </ul> </li> </ul> <p>Two different examples do not explain a difference so just examples gets 0 marks</p>	2

Question Number	Answer	Mark
5(a)	<ul style="list-style-type: none"> <li>• 1 mark for B - a type of court dealing only with disagreements involving employment laws</li> </ul>	1

Question Number	Answer	Mark
5(b)	<ul style="list-style-type: none"> <li>• 1 mark for each basic reason and 1 further mark for explanation/ development</li> </ul> <p>eg - does not want a union representing workers (basic) on matters such as pay claims (explanation/development) - or - does not want a union informing workers of their rights (basic) such as protections given by Disability Discrimination Act (explanation/ development)</p> <p>Examples MUST be related to Trade Union membership - if not 0 marks.</p>	4

Question Number	Answer	Mark
5(c)	<ul style="list-style-type: none"> <li>• 1 mark for each basic reason and 1 further mark for explanation/ development</li> </ul> <p>eg - represents workers (basic) in individual disputes such as Paul Turner's case (explanation/development) - or - helps workers gain their rights (basic) such as good conditions of service (explanation/development)</p> <p>Examples MUST be related to Trade Union membership - if not 0 marks.</p>	4



Short answer questions - Section C

Question Number	Answer	Mark
6(a)	<ul style="list-style-type: none"> <li>• 1 mark for A - 783,000</li> </ul>	1

Question Number	Answer	Mark
6(b)	<ul style="list-style-type: none"> <li>• 1 mark for A - A group of people in close contact who share common interests and values</li> </ul>	1

Question Number	Answer	Mark
6(c)	<ul style="list-style-type: none"> <li>• 1 mark for A - All the members of a stamp collecting society</li> <li>• 1 mark for E - People who live in a particular village</li> </ul>	2

Question Number	Answer	Mark
6(d)	<p>The only acceptable answers are listed here.</p> <p>Answers must clearly relate to life expectancy being <b>higher</b> - not lower and not about a difference (any one of the following )</p> <ul style="list-style-type: none"> <li>• 1 mark for each reason offered: <ul style="list-style-type: none"> <li>– More affluent, better off, richer</li> <li>– Less pollution, cleaner air, healthier environment</li> <li>– Better housing</li> <li>– Better diet/more healthy lifestyle/less incidence of drug abuse/smoking/alcohol</li> <li>– Better/more access to healthcare/medicine/hospitals</li> <li>– Have/had jobs that are less likely to lead to an early death</li> <li>– More access to fitness facilities</li> </ul> </li> </ul> <p>Ignore any reference to levels of crime/murders</p>	2

Question Number	Answer	Mark
6(e)	<ul style="list-style-type: none"> <li>• 1 mark for policy recommendation, 1 mark for supporting explanation/development. Policies must be realistic, not pre-existing and no a personal decision.</li> </ul> <p>Policies suggested could be:</p> <ul style="list-style-type: none"> <li>– Policies to eliminate poverty (minimum wage, etc or other policies to increase incomes of poor such as tax credits)</li> <li>– Policies to improve housing or reduce pollution (eg clean air legislation or electric central heating)</li> <li>– Policies to improve safety at work (eg Health and Safety legislation)</li> <li>– Policies to promote better lifestyle ie, better health/diet/ exercise/restrictions/reductions of smoking, alcohol</li> <li>– Better access to medical facilities</li> <li>– Free health checks for elderly</li> <li>– Free or reduced entry to swimming pools, gyms etc</li> </ul>	2

Question Number	Answer	Mark
7(a)	<ul style="list-style-type: none"> <li>1 mark for C - Daily Telegraph</li> </ul>	1

Question Number	Answer	Mark
7(b)	<ul style="list-style-type: none"> <li>1 mark for A - Daily Star</li> </ul>	1

Question Number	Answer	Mark
7(c)	<ul style="list-style-type: none"> <li>1 mark for C - The Sun</li> </ul>	1

Question Number	Answer	Mark
7(d)	<ul style="list-style-type: none"> <li>1 mark for A - limiting the information given to the general public</li> </ul>	1

Question Number	Answer	Mark
7(e)	<p>The only acceptable answers are listed here.</p> <ul style="list-style-type: none"> <li>1 mark for saying by telling lies about someone, or making a false or untrue statement about someone (ie must be a person)</li> </ul>	1

Question Number	Answer	Mark
7(f)	<p>The only acceptable answers are listed here.</p> <ul style="list-style-type: none"> <li>1 mark for a likely outcome Eg Those guilty of libel usually have to pay damages/ compensation to the wronged person OR The journalist could be fined OR lose his job OR possibly sent to prison.</li> </ul>	1

Question Number	Answer	Mark
7(g)	<ul style="list-style-type: none"> <li>1 mark for An accurate reference to the <u>freedom</u> of newspapers to decide what potential line to take</li> <li>2nd mark for An accurate reference to Acts or laws eg BBC charter, or a code of conduct or Ofcom, which regulate broadcasters (TV and radio)</li> </ul>	2

Question Number	Answer	Mark
8(a)	<ul style="list-style-type: none"> <li>• 1 mark for A - European Council of Ministers</li> </ul>	1

Question Number	Answer	Mark
8(b)	<ul style="list-style-type: none"> <li>• 1 mark for B - Poland</li> </ul>	1

Question Number	Answer	Mark
8(c)	<ul style="list-style-type: none"> <li>• 1 mark for C - Turkey</li> </ul>	1

Question Number	Answer	Mark
8(d)(i)	<p>Marks can be awarded for two different reasons/explanations or one reason/explanation with development</p> <ul style="list-style-type: none"> <li>• 1 mark for each (max 2) <ul style="list-style-type: none"> <li>– Adds to the value of the economy OR improves/boosts the economy OR adds wealth to the country</li> <li>– Results in a more diverse culture</li> <li>– Brings/creates a new market for goods and services</li> <li>– UK will benefit from having more doctors (OF if the job type is relevant even if no reference is made to skills shortages)</li> <li>– Skills shortages are helped eg (Polish) plumbers or bilingual or multilingual workers</li> <li>– They may be prepared to accept lower pay than English people or accept jobs UK people will not accept</li> <li>– More taxes will be paid/more tax revenue/more money coming into the government</li> </ul> </li> </ul>	2

Question Number	Answer	Mark
8(d)(ii)	<p>Marks can be awarded for two different reasons/explanations or one reason/explanation with development</p> <ul style="list-style-type: none"> <li>• 1 mark for each (max 2) <ul style="list-style-type: none"> <li>– to receive a level of income for their professional skills not offered in their own country.</li> <li>– improve their English or their qualifications</li> <li>– to send money home to their families in poorer parts of the world</li> <li>– The right to better pay and/or conditions eg higher pay, fairer pay, better working conditions/conditions of service. Benefits of welfare state</li> <li>– They will enjoy better/higher living standards or better quality of life</li> <li>– Further training or education (to help career</li> </ul> </li> </ul>	2

	development) – Meet new people, perhaps of different cultures or of their own	
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## Extended writing questions - Section C

### Indicative content

There are many ways in which any of the three extended writing questions may be legitimately answered. Some of the points most likely to be introduced by candidates are set out below. They are, however, not exhaustive and examiners should be ready to give credit to other ideas or approaches as long as they clearly respond to the question and/or the scaffolding points listed on the question paper.

The ways in which candidates make points may in some cases lack complexity, not least because candidates have so much to do in a very limited period of time. As long as the points made are clear, relevant and explicit, they should always be given credit.

Question Number	Indicative content	
9	<p>Candidates should be able to refer to some of the legislation - eg Trade Descriptions Act, Sale and Supply of Goods Act or Consumer Protection Act. They will be aware that while some retailers have clear policies which serve consumers well, other traders may sometimes behave in a very slippery way. Many shoppers may lack the determination to pursue a matter by going to the Citizens Advice Bureau in the locality or the Trading Standards Department of the local authority - yet with such backing there are plenty of rules which consumers can invoke to their own advantage. In recent examinations Citizenship students have shown good awareness of consumer rights which they hopefully carry through when purchasing items. Answers with some explicit 'for and against' will probably reach a Level 3 mark of at least 5.</p> <p><b>To assist candidates in gaining marks, scaffolding questions need to be used/explained not just repeated.</b></p> <ul style="list-style-type: none"> <li>• What rights do consumers have?</li> <li>• How can consumers learn about their rights?</li> <li>• What organisations help consumers understand and claim their rights?</li> <li>• How easily can they claim (enforce) these rights?</li> <li>• Do traders use the ignorance of consumers to reject their complaints?</li> </ul>	
Level	Mark	Descriptor
Level 1	1-2	<p>Level 1 - opinion supported by one relevant reason showing simple knowledge and little understanding of issues and/or events - adds little or nothing to the scaffolding questions.</p> <p>There are some errors in spelling, punctuation and grammar but the basic meaning is conveyed.</p>
Level 2	3-4	<p>Level 2 - for OR against supported by limited relevant evidence and/or examples showing basic knowledge and understanding of issues and/or events - relies very largely on the scaffolding questions but does add a little. A basic for AND against answer which does not meet the level 3 criterion of an effective discussion</p> <p>Spelling, punctuation and grammar are reasonably accurate and meaning is clear.</p>

Level 3	5-6	<p>Level 3 - points for AND against are included in a simple but effective discussion which shows a clear understanding of some issues and/or events.</p> <p>Spelling, punctuation and grammar are accurate and appropriate language is used to convey meaning.</p>
Level 4	7-8	<p>Level 4 - for a balanced and reasoned evaluation based on argument/evidence with a clear conclusion.</p> <p>Spelling, punctuation and grammar are almost always accurate and appropriate and specialist terms are used.</p>
Level 5	9	<p>Level 5 - for an answer in which two coherent points of view (at least) are examined, supported by strong evidence linked to an explicit conclusion.</p> <p>Consistently strong use of vocabulary and accurate spelling, punctuation and grammar.</p>

Question Number	Indicative content	
10	<p>The question is not saying that a majority of people are more likely to vote in Big Brother than in a general election but it claims this is true of 'too many'. Some answers may suggest that even if this is true of only one person it is indeed 'too many'. There is nothing wrong with participating in television competitions but Citizenship GCSE students will recognise such votes do not have the significance of those in general elections where just a few votes can make the difference between different parties winning a constituency or maybe different parties forming a government. Where people are clearly dissatisfied with a party on a particular policy or in general, large swings in votes may occur at a general or at a by-election. Those who do not vote often claim all parties are too similar but perhaps this seems to be true to them because they are not listening carefully enough.</p>	
	<p><b>To assist candidates in gaining marks, scaffolding questions need to be used/explained not just repeated.</b></p>	
	<ul style="list-style-type: none"> <li>• If television competitions are fun, do people regard elections as too serious?</li> <li>• Will studying Citizenship in schools encourage young people to show interest in elections?</li> <li>• Are some people right to think elections are 'nothing to do with them'?</li> <li>• Do people fail to vote because they are generally satisfied with things as they are?</li> <li>• Would people be right in thinking that there is little difference between political parties?</li> </ul>	
Level	Mark	Descriptor
Level 1	1-2	<p>Level 1 - opinion supported by one relevant reason showing simple knowledge and little understanding of issues and/or events - adds little or nothing to the scaffolding questions.</p> <p>There are some errors in spelling, punctuation and grammar but the basic meaning is conveyed.</p>
Level 2	3-4	<p>Level 2 - for OR against supported by limited relevant evidence and/or examples showing basic knowledge and understanding of issues and/or events - relies very largely on the scaffolding questions but does add a little. A basic for AND against answer which does not meet the level 3 criterion of an effective discussion</p> <p>Spelling, punctuation and grammar are reasonably accurate and meaning is clear.</p>
Level 3	5-6	<p>Level 3 - points for AND against are included in a simple but effective discussion which shows a clear understanding of some issues and/or events.</p> <p>Spelling, punctuation and grammar are accurate and appropriate language is used to convey meaning.</p>
Level 4	7-8	<p>Level 4 - for a balanced and reasoned evaluation based on argument/evidence with a clear conclusion.</p> <p>Spelling, punctuation and grammar are almost always accurate and appropriate and specialist terms are used.</p>
Level 5	9	<p>Level 5 - for an answer in which two coherent points of view (at least) are examined, supported by strong evidence linked to an explicit conclusion. Consistently strong use of vocabulary and accurate spelling, punctuation and grammar.</p>



Question Number		Indicative content
11		<p>Candidates will recognise that modern technology, combined with improved communication and transportation has made it easier to trade around the world. Our nations are interdependent. Parts of a product purchased in the UK have been made in different continents let alone different companies or different countries. Firms want to get the cheapest materials worked on by the cheapest labour. Low wages paid to workers in LEDCs can be criticised because in other countries those workers might be paid much more. Yet even the low wage they currently receive is presumably better than having no work or receiving no wage at all. Globalisation can be supported by free trade and fair trade (though in very different ways). No matter how much an individual country may wish to resist globalisation, the spread of technology and ease of communication make it very unlikely they will succeed. The ways in which things develop can be influenced by, for example, the agencies of the UN - bodies such as the World Trade organisation, the World Bank and the International Monetary Fund. Globalisation would prove itself to be a force for good in the world if rich and powerful organisations such as the European Union made sure that poorer nations and individuals were not excluded by the benefits. Candidates may approach this question with a country-based or international point of view.</p> <p><b>To assist candidates in gaining marks, scaffolding questions need to be used/explained not just repeated.</b></p> <ul style="list-style-type: none"> <li>• What is globalisation and can it be controlled?</li> <li>• What new technologies have speeded up the spread of globalisation?</li> <li>• Who benefits from globalisation - the rich, the poor or everyone?</li> <li>• How can a country or international bodies such as the UN, EU and the Commonwealth influence how globalisation operates?</li> <li>• What actions would help to ensure globalisation proved to be a force for good in the world?</li> </ul>
Level	Mark	Descriptor
Level 1	1-2	<p><b>Level 1</b> - opinion supported by one relevant reason showing simple knowledge and little understanding of issues and/or events - adds little or nothing to the scaffolding questions.</p> <p>There are some errors in spelling, punctuation and grammar but the basic meaning is conveyed.</p>
Level 2	3-4	<p><b>Level 2</b> - for OR against supported by limited relevant evidence and/or examples showing basic knowledge and understanding of issues and/or events - relies very largely on the scaffolding questions but does add a little. A basic for AND against answer which does not meet the level 3 criterion of an effective discussion</p> <p>Spelling, punctuation and grammar are reasonably accurate and meaning is clear.</p>
Level 3	5-6	<p><b>Level 3</b> - points for AND against are included in a simple but effective discussion which shows a clear understanding of some issues and/or events.</p> <p>Spelling, punctuation and grammar are accurate and appropriate language is used to convey meaning.</p>

Level 4	7-8	Level 4 - for a balanced and reasoned evaluation based on argument/evidence with a clear conclusion. Spelling, punctuation and grammar are almost always accurate and appropriate and specialist terms are used.
Level 5	9	Level 5 - for an answer in which two coherent points of view (at least) are examined, supported by strong evidence linked to an explicit conclusion. Consistently strong use of vocabulary and accurate spelling, punctuation and grammar.

## Citizenship Studies 3280/02 Participating in Society (coursework)

### Section A: Planning (A03)

Level 1	for evidence that students have participated in an activity; basic evidence of role.	(1-2 marks)
Level 2	for evidence that students have planned an activity; description of role.	(3-4 marks)
Level 3	for range of evidence that students have planned an activity; clear description of role.	(5-6 marks)
Level 4	for range of detailed evidence that students have planned an activity; detailed description of role.	(7-8 marks)
Level 5	for a wide range of detailed evidence that students have planned an activity; comprehensive description of role.	(9-10 marks)

### Section B: Activity Log (AOI)

Level 1	for evidence of simple connections between the activity and Citizenship.	(1-2 marks)
Level 2	for elementary knowledge and understanding of the connections between the activity and Citizenship.	(3-4 marks)
Level 3	for sound knowledge and understanding of the connections between the activity and Citizenship.	(5-6 marks)
Level 4	for detailed knowledge and understanding of how the activity relates to Citizenship.	(7-8 marks)
Level 5	for explicit and in-depth knowledge and understanding of how the activity promotes and supports Citizenship.	(9-10 marks)

### Section C: Communication (A02)

Level 1	for basic evidence of participation in a Citizenship activity.	(1-2 marks)
Level 2	for demonstrating some evidence that they have taken part in a Citizenship activity.	(3-4 marks)
Level 3	for demonstrating evidence from a Citizenship activity to support arguments and make judgements.	(5-6 marks)
Level 4	for demonstrating a range of evidence from a Citizenship activity to support arguments and to make reasoned judgements.	(7-8 marks)
Level 5	for demonstrating and interpreting a wide range of evidence from a Citizenship activity to support well-developed arguments and to make reasoned judgements.	(9-10 marks)

### Section D: Evaluation (A03)

Level 1	for some reflection on their participation in a Citizenship activity.	(1-2 marks)
Level 2	for providing evidence that they have reflected on their participation in a Citizenship activity.	(3-4 marks)
Level 3	for reflecting on their participation in a Citizenship activity providing evidence of their ability to work with others and their ability to appreciate others' viewpoints, and contributing to group decision-making and the activity outcome.	(5-6 marks)
Level 4	for evaluating in detail their participation in a Citizenship activity, providing detailed evidence of their ability to work with others and to appreciate other viewpoints, and contributing effectively to a range of group decisions and the activity outcome.	(7-8 marks)
Level 5	for critically evaluating their participation and that of others in a Citizenship activity, providing comprehensive evidence of their ability to work with others and to appreciate other viewpoints, and assessing the effects of their participation, negotiating their roles and responsibilities and facilitating the participation of others.	(9-10 marks)