

Mark Scheme Summer 2009

GCSE

GCSE Citizenship Studies (3280)

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Contents

1.	General Marking Guidance	ii
2.	Paper 1 - Citizenship Today	1
3.	Paper 2 - Participating in Society (Coursework)	17

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 re.g.arding 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.

Paper 1 - Citizenship Today

Mark Scheme Section A

Question Number	Answer	Mark
1(a) (i)	1 mark for brief but clear description of activity, e.g. <ul style="list-style-type: none">to produce information sheets, posters or presentations to year 7 on drugs, healthy eating etc.OR e.g. to organise and run a tea party for the local old peoples' home	1

Question Number	Answer	Mark
1(a) (ii)	1 mark for clear statement of aim or purpose, e.g. <ul style="list-style-type: none">to raise awareness and understanding of drugs, healthy eating etc.OR e.g. to ensure that the party went smoothly or that they all enjoyed themselves.	1

Question Number	Answer	Mark
1(b)(i)	1 mark for clear description of role, e.g. <ul style="list-style-type: none">I was chairman of the group and ensured all the meetings went smoothly OR I researched the information we needed.	1

Question Number	Answer	Mark
1(b)(ii)	1 mark for clear description of role of another, e.g. Fred was the secretary and he took all the minutes OR one other also helped to research the information. Joint or shared roles can be awarded 2 marks if clearly defined or explained.	1

Question Number	Answer	Mark
1(c) (i)	1 mark for e.g.: <ul style="list-style-type: none">We achieved our aim of producing an information folder on combating racial discrimination which we gave to year 8 in assembly. (not enough just to write 'we met our aims'.The Head of Year congratulated us on our work.OR all the children at the playgroup enjoyed themselves at the Christmas party.Our Fair Trade Day raised awareness and raised for money for charity.We worked well together.	1

Question Number	Answer	Mark
1(c) (ii)	<p>1 mark for each point of explanation OR 1 mark for the point plus 1 mark for development</p> <ul style="list-style-type: none"> • We received a letter of thanks/congratulation from the old peoples' home/the charity (ie, the beneficiaries of the activity). • We met/exceeded our target of how much money we raised. • Reference will probably be made to their actual activity, e.g.: • The school environment stayed cleaner/there was less bullying in school/the skate park we helped to plan is now well used by the community. <p>We achieved what we set out to do.</p>	2

Question Number	Answer	Mark
1(d) (i)	<p>1 mark for e.g.</p> <ul style="list-style-type: none"> • one key member of the team did not turn up to all the meetings. • OR we could not get access to the computers when needed. • OR we ran out of time and had to rush things. • OR we didn't get replies to our letters • OR the Headteacher refused permission for our activity • OR we could not agree on what activity to do. 	2

Question Number	Answer	Mark
1(d) (ii)	<p>The awarding of marks are not dependent on a mark having been awarded for 1(d)(i)</p> <p>1 mark for each point of explanation OR 1 mark for the point plus 1 mark for development</p> <ul style="list-style-type: none"> • we had to reorganise our responsibilities • OR we had to arrange extra meetings at lunchtime • OR we had to work very quickly in our own time to complete everything • OR we had to write more letters or make phone calls • OR we changed our activity to... • OR we then decided to do activity... 	2

Question Number		Indicative Content
1(e)		Bullet points in question need to be used/explained not just repeated
Level	Mark	Descriptor
Level 1	1-2	opinion supported by one relevant reason
Level 2	3-4	basic for and/or against supported by relevant evidence and/or examples
Level 3	5-6	structured reasoned evaluation referring to other point of view; limited but effective use of bullet points
Level 4	7-8	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

(Total 18 marks)

Mark Scheme Section B

Question Number	Answer	Mark
2(a)	C a pressure group	1

Question Number	Answer	Mark
2(b)	B HL is the highest court in the country	1

Question Number	Answer	Mark
2(c) (i)	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> • The law-Act is not working/is unworkable. • The Act is difficult to police or enforce. • People who live in the country depend on such activities as hunting for their livelihood or business. • Hunting is a tradition or way of life/lifestyle. • Hunting is a sport just like others (sport is the last word in the source). • Some see hunting as a way of controlling or killing foxes. • Some see the Act as an example of class prejudice - snobbery/social class issues - socially divisive or any other relevant reference to social class. <p>Some see the issue divided along party political lines, and Con voters/supporters tend to be pro-hunting.</p>	2(T

Question Number	Answer	Mark
2(c) (ii)	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> • Communicate (letters, emails, phone calls) to councillor or MP or Government or local or National newspaper. • Visit or talk to councillor, MP, Government minister. • Organise or join a protest march or demonstration (0 marks for just 'protest' or 'demonstrate', must be qualified by type, e.g. peaceful protest). • Set up a website and invite people to contribute their views. • Organise a campaign at school or in the neighbourhood or in the media. • join OR set up a pressure group (including youth parliament). • a publicity stunt (with an example) e.g. climbing Big Ben, breaking into grounds of Buckingham Palace. <p>0 marks for 'going on strike'.</p>	2

Question Number	Answer	Mark
2(d)	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> • Only people with a strong view were likely to vote. • It is not an opinion poll conducted with normal sampling criteria and so therefore cannot claim to be representative OR it represents only a small number or minority of people. • It may be possible to register your opinion more than once. • Groups such as The Countryside Alliance may have encouraged their members to vote. • Not everyone has a computer. • It only represents one side of the argument OR there is no reference to the other side of the argument OR we don't know how many oppose hunting or support the Act. • Not everyone is aware of the petition 	2

(Total 8 marks)

Question Number	Answer	Mark
3(a) (i)	<p>T The only two acceptable answers are:</p> <ul style="list-style-type: none"> • countryside services • primary schools 	2

Question Number	Answer	Mark
3(a) (ii)	<p>Any two from:</p> <ul style="list-style-type: none"> • Facilities for young people (not just young people) • affordable housing (not just housing), • reducing crime (not just crime) <p>new development (not just 'development').</p>	2

Question Number	Answer	Mark
3(b)	<p>1 mark for: Voters (or people) are saying, or voting for, or making their views known on what they think of, or showing how they feel about the government.</p>	1

Question Number	Answer	Mark
3(c)	<p>Votes <i>against</i> something or somebody, rather than votes for - some candidates may give an example such as voting <i>against</i> Labour by voting for an Independent candidate. 0 marks for 'voting for a minor (or small) party'.</p>	1

Question Number	Answer	Mark
3(d)	A UK Independence	1

Question Number	Answer	Mark
3(e)	B The value of their home	1

Question Number	Answer	Mark
3(f)	B Action taken by people in the community	1

Question Number	Answer	Mark
3(g)	<p>1 mark for each of the following OR 1 mark for the point plus 1 mark for development</p> <ul style="list-style-type: none"> • Education or schools (NOT colle.g.es or universities). • Social Services or Children’s Services. • Leisure or recreation or sports facilities (NOT clubs), skate parks or swimming pools or parks. • After school clubs or youth clubs, youth groups or youth centres. • Libraries. • Community centres. • Subsidised (public) transport or vouchers (NOT just public transport) • Careers or personal advice (e.g.. the Connexions or similar service). <p>0 marks for generalities, e.g. ‘facilities’ or ‘things for young people to do’.</p> <p>0 marks for a crime reduction programme.</p>	2

(Total 9 marks)

Question Number	Answer	Mark
4(a)	B At the by-election the winner was the Liberal Democrat candidate	1

Question Number	Answer	Mark
4(b)	C 1,800 votes	1

Question Number	Answer	Mark
4(c)	1 mark for the percentage/proportion of the electorate that voted in the election(s).	1

Question Number	Answer	Mark
4(d)	1 mark for any one of the following: <ul style="list-style-type: none"> • no one party has an overall or absolute majority • the winning party or party with most councillors (NOT MPs or votes) does not control or rule the council • parties must combine to form a coalition • using the data accurately to show that the other parties have more elected councillors than the Conservative party. 	2

Question Number	Answer	Mark
4(e)	The question asks for policies ' <i>in any local council area</i> ', so 0 marks for a policy which can only be implemented nationally. 1 mark for any one of the following (max 2): Any policies that promote: <ul style="list-style-type: none"> • sustainable transport OR improving public transport OR getting people to use cars less • more recycling (of rubbish) • more renewable energy production OR grants or loans for renewable energy in the home • free home insulation to save energy • a strong rural economy • protecting the quality of the environment • stricter planning controls on development • more affordable housing • provision of free school meals for all children • reduction of speed limits in towns 0 marks for just 'green' policies or other vague policies without detail or explanation, e.g. being environmentally friendly. 0 marks for having more bins or keeping the streets tidy	2

(Total 7 marks)

Question Number	Answer	Mark
5(a)	The Sun	1

Question Number	Answer	Mark
5(b)	The Financial Times	1

Question Number	Answer	Mark
5(c)(i)	1 mark for Times or Telegraph or Guardian or Independent or The Financial Times	1

Question Number	Answer	Mark
5(c)(ii)	1 mark for Mirror or Star or Sun. Mail or Express is also acceptable	1

Question Number	Answer	Mark
5(d)	<p><i>All newspapers are biased, so bias cannot be used to differentiate between quality and popular papers.</i></p> <p>1 mark for any one of the following:</p> <ul style="list-style-type: none"> • because more people read popular papers • OR popular papers deal more with gossip, celebrities, sensationalism • OR these papers often run campaigns to try to influence/persuade people to support/oppose a particular issue • OR MPs/government/businessmen will then know more about what ordinary people think about issues or what the issues are that concern ordinary people. <p>Plus 1 mark for one of the following:</p> <ul style="list-style-type: none"> • fewer people read quality papers <p>(NOTE: <i>Mark cannot be awarded if it has already been awarded for the first bullet point above</i>)</p> <ul style="list-style-type: none"> • OR quality papers treat issues more seriously or informatively • OR MPs/government/businessmen read these papers and so are likely to take more notice of what these papers print. 	2

(Total 6 marks)

Short answer questions- Section C

Question Number	Answer	Mark
6(a) (i)	C 18	1

Question Number	Answer	Mark
6(a) (ii)	B 12	1

Question Number	Answer	Mark
6(a) (iii)	A 10	1

Question Number	Answer	Mark
6(b)	1 mark for You have the right to a full refund. (ignore any references to with or without a receipt or proof of purchase).	1

Question Number	Answer	Mark
6(c)	<p>1 mark for any one of the following:</p> <ul style="list-style-type: none"> • Talk or write to his trade union • Seek a meeting with or write to his manager or the owner • Take his employer to an employment tribunal (OR take them to court or sue them or take le.g.al action) • Seek advice from Citizens Advice Bureau or solicitor • Use the appeal processes available <p>0 marks for any reference to a 'threat'</p> <p>0 marks for just 'appeal' or 'plea for a second chance' - all too vague</p>	2

Question Number	Answer	Mark
6(d)	A Magistrates' Court	1

Question Number	Answer	Mark
6(e)	<p>1 mark for any one of the following OR 1 mark for the point plus 1 mark for development:</p> <ul style="list-style-type: none"> • The school must assess her needs e.g., for TA/LSA • the school must make all appropriate arrangements to enable her to continue with her job • ensure access to where and/or what she needs OR ensure her safety • the school must make arrangements because of or in accordance with the Disability Discrimination Act • going into detail about the need to install ramps or lifts <p>0 marks for any reference to right to keep her job</p>	2

Question Number	Answer	Mark
6(f)	C People of different ethnic and racial backgrounds living in the same community	1

(Total 10 marks)

Question Number	Answer	Mark
7(a)	C Members of the House of Lords are not elected	1

Question Number	Answer	Mark
7(b)	A Friends of the Earth and E CPRE	2

Question Number	Answer	Mark
7(c)	B every 4 to 5 years	1

Question Number	Answer	Mark
7(d)	C The European Parliament	1

Question Number	Answer	Mark
7(e)	<ul style="list-style-type: none"> • C OfCOM 	1

(Total 6 marks)

Question Number	Answer	Mark
8(a)	<p>1 mark for any one of the following:</p> <ul style="list-style-type: none"> To maintain/keep international peace/security To develop/help nations get along together peacefully <p>(OR instead of either of these two above an answer such as 'sending troops into an area of war to try to secure/achieve peace')</p> <ul style="list-style-type: none"> To help to solve international conflict/problems To promote international respect for human rights <p>Role of a UN agency, e.g. UNICEF in tackling poverty</p>	1

Question Number	Answer	Mark
8(b)	A Romania	1

Question Number	Answer	Mark
8(c)	C The use of fossil fuels	1

Question Number	Answer	Mark
8(d)(A system (of trade) that is fairer to the producer OR it ensures that farmers/growers get a fairer price/return for their crops OR it ensures that farmers/growers get a fair wage	1

Question Number	Answer	Mark
8(e) (i)	<p>1 mark for any one of the following:</p> <ul style="list-style-type: none"> Countries such as Bangladesh may use child labour The companies take advantage of cheap labour The workers are treated badly They work in poor conditions/sweat shops (or in poor health and safety conditions) <p>To protect the markets (for clothes) in EU countries A system (of trade) that is fairer to the producer OR it ensures that farmers/growers get a fairer price/return for their crops OR it ensures that farmers/growers get a fair wage</p>	1

Question Number	Answer	Mark
8(e) (ii)	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> Bangladesh would lose money People would lose their jobs Workers' /families' incomes would go down/poverty would increase. <p>People in European countries (or we) would have less choice of clothes to buy in the shops OR we would have to pay more for clothes.</p>	2

(Total 7 marks)

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.

9. 'If you break the law then you should expect to be punished accordingly.'

Do you agree with this view?

Give reasons for your opinion, showing that you have considered **another point of view**. You should support your arguments with **examples** wherever possible.

To answer the question **above**, you could consider the following points and **other** information of your own.

- If I disagree with a law should I be allowed to break it?
 - Is ignorance of the law a justification for not being punished?
 - Are some punishments too severe and others too lenient?
 - Should sentences be more lenient if you might lose your job and have a family to support?
 - Is prison always the most effective punishment?
-

Indicative content

Candidates may discuss circumstances in which some people would consider it justifiable to break the law - disagreeing with a law (more able candidates may offer an example and a supporting reason), speeding to get someone to hospital, stealing food (especially for your children) if you have no money. They might engage in discussion about the appropriateness of sentences and mention examples, perhaps typical rather than real, of recent cases which the media may have commented on as inappropriate.

Some may refer to animal rights protestors who use arguments such as the ends justifying the means, which may link into points being developed about civil disobedience or terrorist crimes. Some strong views may be expressed here about what sentences are appropriate but examiners need to be mindful of personal views being expressed without support. Some might mention car or property crime as being acceptable because people are insured. Some crimes may be seen as victimless, e.g. fraud or other financial crimes such as using stolen credit cards.

Just because you did not know you were breaking the law is it right that you should be treated differently from someone who knowingly broke the law?

A more sophisticated response might include a reference to defending solicitors or barristers and arguments they might use in defence of their clients in order to secure a lesser sentence. 'Plea bargaining' is becoming more commonplace. Someone committing a crime may have a friend who did something similar and was 'let off' as a result of a good legal defence.

If someone will lose their job or their livelihood as a result of going to prison, should judges give a more lenient or non-custodial sentence, such as community service? What about the impact on the family who might therefore also be seen to be punished?

In addressing the 'does prison always work' question, candidates should discuss other forms of punishment, including perhaps restorative justice and community service, that might be more effective in reforming or rehabilitating offenders.

10. 'It is time the voting age was reduced to 16 so that young people can become more involved in politics.'

Do you agree with this view?

Give reasons for your opinion, showing that you have considered **another point of view**. You should support your arguments with **examples** wherever possible.

To answer the question above, you could consider the following points and **other** information of your own.

- Would the reduction of the voting age to 16 encourage you to vote?
- Do you think that the other rights and responsibilities you have at 16 mean you should have the right to vote?
- At 16 do you know enough about the issues?
- Is there more to politics than just voting?
- How else can young people have their say?

Indicative content

Candidates might suggest they would vote if they thought their vote would make a difference. They will probably list other rights and responsibilities they have at certain ages and so will gain marks in accordance with how well these points relate to, or can be made analogous with, the argument for or against the proposition.

Some candidates will say how well qualified they think they or others are to give views on certain issues, and reflect on the maturity/immaturity of themselves and others to make voting decisions which will affect their own lives (and perhaps others' lives) for a period of time.

They will be expected to engage in discussion about other elements of politics, perhaps as a result of their Citizenship activities. Reference to what has happened in their local community, e.g. a campaign to provide a leisure facility or halt a building development or even a national or international campaign or protest perhaps involving Greenpeace, the Countryside Alliance or a protest at a G8 summit meeting. Petitions, or e-petitions to 10 Downing Street might also be mentioned. Reference to the success or failure of such campaigns, which involves evaluation, will move the answer into level 4.

Other means of having their say in the representative or decision making process could include references to school councils, student unions, local youth councils, or the Youth Parliament.

11. 'Our own personal efforts are just as important as national and international programmes when it comes to saving the planet.'

Do you agree with this view?

Give reasons for your opinion, showing that you have considered **another point of view**. You should support your arguments with **examples** wherever possible.

To answer the question above, you could consider the following points and other information of your own.

- What can individuals do to "save the planet"?
- How could recycling be made easier for individuals?
- What can governments do to "save the planet"?
- Should the governments of each country take more initiatives or should they leave it to the European Union or other world bodies?
- Why have countries like the USA, India and China not signed up to international agreements?

Indicative content

Candidates will very probably refer to the issues of global warming and climate change continuing to increase in significance and being given increasing coverage in all of the media. There is increasing interdependence of the economies of countries, reflecting the development of multi-national companies and the changing balance of industries (e.g.. more manufacturing and service industries moving from the UK to SE Asia). Candidates may well be aware of such issues as importing manufactured goods from China and the ships returning with plastics and old computers for recycling and the consequent environmental problems this can cause in China. They should mention the extent to which such issues as pollution do not recognise national borders, with references especially to China in recent years.

Reference will very probably be made to the Kyoto protocol and any developments related to it, e.g.. the extent to which it is or is not observed by countries.

Issues/points such as Local Agenda 21, individual government or local government initiatives such as recycling, promoting sustainable transport, sharing journeys, encouraging people to walk or cycle including how children travel to and from school - indeed any initiatives locally or nationally which cause people to think about or actually change their habits about their use of fossil fuel energy can be expected to be mentioned.

Some candidates will legitimately refer to school projects on recycling, or to their school's 'green agenda', and perhaps some will have engaged in a Citizenship activity which supports points made in their answer.

Some homes have solar panels fitted. Could we imagine a growth of such enterprise or the development of new eco-homes using renewable energy? Local authorities have initiatives, supported by the government, to give grants for home insulation to save energy. How acceptable are 'wind farms'? -a good answer will balance the economic benefits with the environmental impact of such projects as the (currently proposed) wind farm in the Western Isles.

Questions 9, 10 & 11 Levels Mark Scheme

Level	Marks
<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. <i>There are some errors in spelling, punctuation and grammar but the basic meaning is conveyed.</i></p>	1-2
<p>Level 2 - for OR against, OR a basic for AND 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. <i>Spelling, punctuation and grammar are reasonably accurate and meaning is clear.</i></p>	3-4
<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. <i>Spelling, punctuation and grammar are accurate and appropriate language is used to convey meaning.</i></p>	5-6
<p>Level 4 - for a balanced and reasoned discussion based on argument/evidence leading to a conclusion. <i>Spelling, punctuation and grammar are almost always accurate and appropriate and specialist terms are used.</i></p>	7-8
<p>Level 5 - for an answer in which two coherent points of view (at least) are examined, supported by strong evidence leading to an explicit conclusion. <i>Consistently strong use of vocabulary and accurate spelling, punctuation and grammar.</i></p>	9

To assist candidates in gaining marks IF scaffolding questions are used they need to be explained not just repeated.

Paper 2 - 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)

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