



**General Certificate of Education  
January 2013**

**Citizenship Studies**

**CIST3**

**Power and Justice**

**Unit 3**

**Final**

<b><i>Mark Scheme</i></b>
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Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the pre-standardisation meeting attended by all senior examiners and any post-standardisation changes made in the light of Students' responses. The process of standardisation ensures that the mark scheme covers the Students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation, each examiner analyses a number of Students' scripts, the marks for which have already been agreed. If, later in the process, examiners encounter unusual answers which have not previously been seen, they are required to refer these to a senior examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of Students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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The following indicative content is to be used in conjunction with the Generic Mark Bands, which are shown here in italics. In addition to the indicative content detailed here, all relevant responses will be given credit.

## SECTION A

<b>0</b>	<b>1</b>	Examine the nature of a summary trial in the Magistrates Court.	(15 marks)
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### AO1

Level 3 (3-4 marks) *Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories.*

*A range of real and topical examples are used to relate and interconnect knowledge and understanding to citizenship issues.*

Students will clearly explain the nature of a summary trial and responses will include references to points such as:

- An explanation of what is meant by a summary offence
- Heard in the Magistrates Court by a panel of usually 3 lay Magistrates or a District Judge
- May be heard in the Youth Court for defendants under the age of 18
- There is no jury
- The Crown is represented by the CPS
- The defendant is usually represented by a solicitor
- Issues of bail and legal aid may be addressed
- Procedural issues
- Magistrates/District Judge consider the verdict
- If convicted, a pre-sentence report is normally requested
- Sentencing may be made at a later date
- Maximum sentence 6 months imprisonment/£5 000 fine
- Other sentencing options eg community sentence, conditional discharge.

### **Note:**

1. The above are given as examples only.
2. Credit other relevant material.
3. Not all of the above need be addressed for a Level 3 response.

Level 2 (2 marks) *Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories.*

*Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.*

Students may show a narrower range of information with regard to the nature of a summary trial or may include a wider range of

aspects but without depth of discussion.

Level 1 (1 mark) *Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.*

Students will show a limited understanding of a summary trial and may only make basic points.

(0 marks) *No relevant response*

## AO2

Level 3 (5-6 marks) *The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.*

Students will develop the explanation of the issues raised in AO1 by discussing the suitability of the Magistrates Court and/or the Youth Court for a summary trial. Responses may refer to the nature of representation at a summary trial including the duty solicitor scheme and issues such as the suitability of bail. Students may comment on the socio-economic composition of the bench in relation to that of the defendant. Students may also comment on problems concerning reaching a verdict and regarding fair and consistent sentencing.

### NOTE:

1. Not all the above need be included for a Level 3 response
2. Credit other relevant evaluative and analytical material.

Level 2 (3-4 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.*

Responses will have a limited range of examples and limited development of evaluation and analysis of the nature of a summary trial.

Level 1 (1-2 marks) *The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.*

Students will begin to show a developed response either through in-depth analysis of a more limited range, or a limited depth but covering a greater range of issues relating to the nature of a summary trial.

(0 marks) *No relevant response.*

**AO3**

Level 2 (2 marks)  
and 3

*A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology.*

*Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.*

The response should show a clear structure which is logical and which uses terminology relating to summary trial in the Magistrates Court. Students may draw upon their own observations such as court visits.

Level 1 (1 mark)

*There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

There will be some basic attempts to use appropriate terminology relating to summary trial in the Magistrates Court.

(0 marks)

*No relevant response.*

**AO4**

Level 3 (3 marks)

*Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions*

Students will draw on the concepts of trial in the Magistrates Court and relating issues, and use examples from a range of citizenship sources. The response should look to ideas from other areas to enable a coherent answer. This may include examples from students' own observations from a court visit or talk given by a Magistrate and may include illustrations from other units, such as work on Active Citizenship completed for CIST2 or CIST4.

Level 2 (2 marks)

*Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

There will be more limited links to other areas, or fewer examples at this level relating to a summary trial.

Level 1 (1 mark)

*Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

There will be only passing reference to other areas with little or no development or explicit links to the question relating to a summary trial.

(0 marks)     *No relevant response.*

0	2
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Evaluate the role of the Crown Prosecution Service (CPS) **and** the role of the police in charging and prosecuting a suspect.

(25 marks)

### AO1

Level 3 (4-5 marks)

*Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples are used to relate and interconnect knowledge and understanding to citizenship issues.*

Students will clearly identify the role of the police in charging a suspect, such as interviewing the suspect and potential witnesses, gathering of evidence and recording statements prior to making a decision to refer the evidence against the suspect to the CPS for charging with appropriate offence(s). Students will refer to disclosure of the evidence to the CPS.

Students will also clearly identify the role of the CPS in charging and prosecuting the suspected offender. They will refer to the CPS examining the file of evidence and statements passed to them by the police and will apply both the evidential and public interest tests in order to decide whether to charge the accused. If the CPS decide to proceed, the charge is then decided and the police are informed. The police then charge the accused with the appropriate offence and either bail is given, or the accused is remanded in custody. If the CPS decide not to charge, then the case is discontinued.

Students should also include the role of the CPS in preparing and presenting the prosecution case in Court.

### Note

1. Not all of the above is necessary for full marks.
2. Other relevant and accurate issues dealt with by the police and CPS will be credited.
3. Both aspects of the question must be covered for a Level 3 mark.

Level 2 (2-3 marks)

*Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.*

Responses at this level may cover a more limited range of responsibilities of the police and CPS; or where there is a wider range, this is lacking in depth.

Possibly only one aspect of the question is covered, which shows a clear understanding of either the role of the police or the CPS.

Level 1	(1 mark)	<p><i>Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.</i></p> <p>Lower level responses will show a basic knowledge and understanding of the issues raised by the question and there will be little analysis.</p>
	(0 marks)	<i>No relevant response.</i>
<b>AO2</b>		
Level 3	(6-8 marks)	<p><i>The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.</i></p> <p>The response considers the reasons why the CPS was formed in 1986 and the need for an independent body to examine the evidence prior to a prosecution.</p> <p>The response may include issues such as delay and loss of files in liaison between the police and the CPS, codes of practice for both the police and the CPS, the criticism of the CPS on failing to filter out weak cases, plea bargaining and its effects. The candidate may also consider the accountability of the police and the CPS.</p> <p>Note:</p> <ol style="list-style-type: none"> <li>1. Not all of the above need be included for a Level 3 mark.</li> <li>2. Other relevant and accurate material may be included.</li> </ol>
Level 2	(3-5 marks)	<p><i>The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.</i></p> <p>Students will begin to show a developed response either through in-depth analysis of a more limited range of examples or a response of limited depth but with a greater range. Perhaps only one aspect of the question has been addressed.</p>
Level 1	(1-2 marks)	<p><i>The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.</i></p> <p>At the basic level, answers will have a limited range of examples with limited attempts at analysis.</p>
	(0 marks)	<i>No relevant response.</i>

**AO3**

Level 3 (3-4 marks) *The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate, the response indicates an outstanding ability to recognise and draw upon the candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

Answers should show a clear structure which is logical and which uses terminology relating to charging and prosecuting by the police and CPS. Answers should examine the issues raised by the question and reach an evaluative conclusion. Students may draw upon their own observations from visits/talks, etc.

Level 2 (2 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.*

Use is made of terminology relating to charging and prosecuting by the police and CPS but the discussion is more limited on the issues raised by the question.

Level 1 (1 mark) *There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Answers will have a basic structure and use of terminology: they will contain a basic argument and may lack a conclusion.

(0 marks) *No relevant response.*

**AO4**

Level 3 (6-8 marks) *Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Students will draw upon the concepts of charging and prosecuting an accused citizen. They will draw on examples from a range of citizenship sources and from other areas of the specification and may use materials from other units such as work on Active Citizenship completed for CIST2 or CIST4.

Level 2     (3-5 marks)     *Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions*

Responses will show an ability to link the issues of charging and prosecuting an accused citizen to the sources outlined above.

Level 1     (1-2 marks)     *Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

At this level, answers will show a limited ability to use knowledge and ideas from other areas.

(0 marks)     *No relevant response.*

OR

**0 3**

Explain, with examples, the work of the Criminal Cases Review Commission.

(15 marks)

**AO1**

Level 3 (3-4 marks)

*Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories.*

*A range of real and topical examples are used to relate and interconnect knowledge and understanding to citizenship issues.*

Students will outline the role of the Criminal Cases Review Commission, referring to the formation of the Commission in 1997 by the Criminal Appeal Act 1995 following the Runciman Commission, and investigating miscarriages of justice formerly considered by the Home Secretary.

Students will explain that the Commission is an independent body which deals with possible wrongful convictions and unfair sentencing from any criminal court and has powers to refer a case to the Court of Appeal for reconsideration. New evidence may be brought, or arguments made on the safety of the original conviction.

Students will refer to specific case examples such as Barry George and Stephen Downing and may refer to the fact that over 11 000 cases have been referred and over 400 are actively being considered.

**Note:**

1. Not all of these are necessary for full marks.
2. The above are given as possible examples.

Level 2 (2 marks)

*Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.*

At this level, answers show a good knowledge and understanding but may consider fewer aspects or a more limited consideration of a greater range.

Level 1 (1 mark)

*Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.*

Responses will show a more limited knowledge and understanding of the process of criminal case review. This may include only one aspect of the process.

(0 marks)

*No relevant response.*

**AO2**

Level 3 (5-6 marks) *The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.*

Students are required to develop the points made in AO1 and comment on the work of the Commission by including examples of cases which have been reviewed. They may also comment on the adequacy of the law by way of analysis and evaluation. Responses may also include reference to the composition of the Commission.

Level 2 (3-4 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed*

Students will begin to show a more developed response either through in-depth analysis of a more limited range or a response of limited depth but with greater range and showing some analysis.

Level 1 (1-2 marks) *The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.*

The response may be very limited in analysis and may be lacking in examples.

(0 marks) *No relevant response.*

**AO3**

Levels 2 and 3 (2 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.*

The response should show a clear structure which is logical and which uses terminology appropriate to criminal case review. In evaluation, students may draw on specific examples to illustrate their answer. Students may draw upon their own observations of cases reviewed.

Level 1 (1 marks) *There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the*

*response may not be legible.*

Answers will have a limited range of examples and will show basic development and explanation.

(0 marks) *No relevant response.*

**AO4**

Level 3 (3 marks) *Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Students will draw upon the concepts of addressing miscarriages of justice by the Criminal Cases Review Commission and use examples from a range of citizenship sources. Here, students should use material and ideas from other areas to enable a coherent answer. Answers may use illustrations from other units, such as work on Active Citizenship completed for CIST2 or CIST4. Students may comment on how the Criminal Cases Review Commission fits into the criminal justice system.

Level 2 (2 marks) *Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions*

There will be a more limited attempt to link to other areas of study.

Level 1 (1 mark) *Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

At this level, there will be only a basic attempt to link to other areas.

(0 marks) *No relevant response.*

<b>0</b>	<b>4</b>
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Evaluate the system for appointing judges **and** comment on the typical appointments made. (25 marks)

**AO1**

Level 3 (4-5 marks) *Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples are used to relate and interconnect knowledge and understanding to citizenship issues.*

Students will identify the Judicial Appointments Commission as an independent body which appoints judges on the basis of merit by free and open competition. The Commission was formed in 2005 under the Constitutional Reform Act in order to create an independent body taking responsibility for appointments away from the Lord Chancellor and the political arena. The Commission is responsible for recommending candidates to all judicial offices listed in Schedule 14 of the Constitutional Reform Act 2005 as well as to the offices of the Lord Chief Justice, Master of the Rolls, President of the Queen's Bench Division, President of the Family Division, Chancellor of the High Court, Lords Justices of Appeal and High Court Judges. Students may refer to the composition of the Commission, namely 15 commissioners, 3 of whom are qualified lawyers.

Students may refer to the previous system of appointment by the Lord Chancellor and by secret soundings.

**Note:**

1. Not all the above are necessary in order to reach a Level 3 response.
2. The above are given only as examples and other relevant material may be credited.
3. For a Level 3 response, both aspects of the question must be covered.
4. Responses focused solely on Magistrates can only reach Level 2.

Level 2 (2-3 marks) *Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.*

Responses will show a good level of knowledge and understanding but may consider fewer aspects or a more limited consideration of only one aspect of judicial appointments.

Level 1 (1 mark) *Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

At this level, responses will show more limited knowledge and understanding of the system of appointing judges and may not comment on typical appointments made.

(0 marks) *No relevant response.*

## AO2

Level 3 (6-8 marks) *The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.*

Students may comment on the system for appointing judges and also comment on the type of people who are appointed and the desirable characteristics. The judiciary is criticised for being mainly male, middle-aged, white and from a privileged background.

Students may comment on the remit of the Judicial Appointments Commission to appoint judges from a wider field and may comment on the number of solicitors being appointed as judges. Students may refer to the appointment of both women and ethnic minority judges and the remit to appoint on the basis of merit.

Level 2 (3-5 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed*

At this level, answers will begin to show a more developed response either through in-depth analysis of a more limited range of material relating to the appointment of judges, or a more limited depth with a greater range.

Level 1 (1-2 marks) *The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.*

Responses at the basic level will have limited analysis and be lacking in depth of discussion.

### NOTE:

Students who refer solely to the appointment of Magistrates cannot attain more than a Level 2 award.

(0 marks) *No relevant response.*

## AO3

Level 3 (3-4 marks) *The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate, the response indicates an*

*outstanding ability to recognise and draw upon the candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

Students should show a clear structure which is logical and which uses terminology appropriate to the appointment of judges. Students may draw on their own observations of how judges are appointed and the type of person appointed.

- Level 2 (2 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.*

Answers at this level will show a more limited structure and use of appropriate terminology and may lack a conclusion.

- Level 1 (1 mark) *There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Answers will show a more basic ability to use appropriate language and will have a more limited structure.

- (0 marks) *No relevant response.*

#### **AO4**

- Level 3 (6-8 marks) *Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Students will draw upon the concepts of independent appointment of judges and use examples from a range of citizenship sources. At this level, answers will use a range of relevant points and examples from other areas of the specification to produce a coherent and well-argued response. Additionally, answers may use illustrations from other units, such as work on Active Citizenship completed for CIST2 or CIST4.

- Level 2 (3-5 marks) *Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Answers in this range will use knowledge and ideas from other areas, such as a brief example linking to another area.

Level 1    (1-2 marks)    *Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

There will be only basic attempts to link to other areas.

(0 marks)    *No relevant response.*

OR

0	5
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Explain the use of community sentences **and** comment on their effectiveness.

(15 marks)

**AO1**

Level 3

(3-4 marks)

*Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories.*

*A range of real and topical examples are used to relate and interconnect knowledge and understanding to citizenship issues.*

Responses at this level will explain the meaning of community sentences as included in the Criminal Justice Act 2003 which provided for the generic community order. Responses may cover when community orders may be appropriate, for example by naming the type of crimes which may lead to a community sentence tailored to the individual offender. These may include:

- supervision by the Probation Service
- community pay-back - unpaid work between 40 and 300 hours, such as clearing park areas, cleaning graffiti
- specified activities such as training courses in basic skills, or making reparation to the victim
- treatment orders – drug and alcohol misuse including counselling and drug testing
- curfew
- mental health treatment with the consent of the offender
- exclusion orders.

Students will describe the various aspects of community orders including examples, and when and why they are used.

**NOTE:**

1. It is not necessary to include all of the above for a Level 3 response.
2. The above are given as examples.
3. Credit other relevant material.

Level 2 (2 marks)

*Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.*

Knowledge and understanding at this level will show a more limited range of issues and examples. This may include consideration of two or more aspects of community orders which may be in detail, or a greater range in less depth with fewer examples.

Level 1 (1 mark)

*Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may*

*make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.*

At this level, knowledge and understanding will be limited, with little development. Answers will lack examples or offer a very limited range.

(0 marks) *No relevant response.*

## **AO2**

Level 3 (5-6 marks) *The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.*

Responses will discuss the effectiveness of community orders and may compare them with custodial sentences, considering re-offending rates (52% for community sentences compared with 58% for custodial sentences) and the lower cost of community orders compared with custodial sentences. Students may refer to the benefits of community orders: for example, offenders may continue to live at home and continue with employment and support their families. Students may refer to the likelihood of rehabilitation as a result of individual community orders which are more suitable for lower risk offenders than custodial sentences. Responses will analyse and evaluate the effectiveness of community sentences and will reach an appropriate conclusion.

### **NOTE:**

Credit other relevant analytical material.

Level 2 (3-4 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.*

Responses will begin to show development either through in-depth analysis of a more limited range of examples, or limited depth but with a greater range.

Level 1 (1-2 marks) *The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.*

At the basic level, answers will show a more limited response, lacking in analysis.

(0 marks) *No relevant response.*

## **AO3**

Level 2 and 3 (2 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of*

*appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.*

The response should show a clear structure which is logical and which uses language appropriate to sentencing in the criminal justice system. Students may draw upon their own observations including class visits to the courts and research.

Level 1 (1 mark) *There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

At this level, there is some basic attempt to use appropriate terminology and a clear structure is lacking.

(0 marks) *No relevant response.*

#### **AO4**

Level 3 (3 marks) *Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions*

Students will draw upon concepts relating to community sentencing of offenders and will use examples from a range of citizenship sources. They will construct an answer that responds to the issues raised by the question using a range of resources. The response should look to ideas from other areas to enable a coherent answer. Additionally, answers may use illustrations from other units, such as work on Active Citizenship for CIST2 or CIST4.

Level 2 (2 marks) *Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Answers will show the use of knowledge and ideas from other areas such as a brief example linking to another area of the specification.

Level 1 (1 mark) *Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

There will only be a basic attempt to link to other areas.

(0 marks) *No relevant response.*

0	6
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'Young offenders should be punished rather than receive treatment.'  
Discuss this view.

(25 marks)

### AO1

Level 3 (4-5 marks) *Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples are used to relate and interconnect knowledge and understanding to citizenship issues.*

Students may clearly explain the sentencing aims and powers of the court for young offenders under the Criminal Justice Act 2003 and may include reference to retribution, protection of the public, rehabilitation and deterrence.

They may refer to the powers of the court for young offenders and may include:

- Young Offenders Institution
- Detention and training order
- Community Orders (16 and over)
- Fines
- Supervision order for up to 3 years
- Action plan for up to 3 months
- Reparation order for work up to 24 hours
- Reprimand or warning
- Referral to Young Offenders team

#### **Note:**

All of the aims and powers of the court for young offenders need not be included for Level 3 provided sufficient depth of knowledge and understanding is shown.

Level 2 (2-3 marks) *Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories.*

*Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.*

Responses will show a good level of knowledge and understanding of the provisions made for young offenders under the Criminal Justice Act 2003. This may include fewer aspects relating to young offenders or may include a wider range of aspects but without depth of discussion and may have a limited range of examples.

Level 1 (1 mark) *Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.*  
Lower level responses will show a more limited knowledge and understanding of the sentencing of young offenders in the criminal justice system.

	(0 marks)	<i>No relevant response.</i>
<b>AO2</b>		
Level 3	(6-8 marks)	<p><i>The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</i></p> <p><i>Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity</i></p> <p>Students will thoroughly explore the issues concerning retribution and reparation compared with sentencing which focuses on the rehabilitation of young offenders. Students may refer to treatments such as education and training, drug and alcohol misuse, anger management, etc. They may consider the appropriateness of the sentencing in relation to the crime committed, the age of the offender, and whether remorse is exhibited, etc.</p> <p>Students will consider which approach to sentencing is more effective and may discuss reoffending rates and give examples such as Thompson and Venables. Both sides of the argument should be explored and evaluated at this level and a reasoned conclusion reached.</p>
Level 2	(3-5 marks)	<p><i>The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</i></p> <p><i>Information, views, opinions, ideas and arguments are evaluated and validity is assessed</i></p> <p>Responses will show good evidence of analysis of the sentencing of young offenders and may show a developed response.</p>
Level 1	(1-2 marks)	<p><i>The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.</i></p> <p>At the lowest level, answers will have a limited range of examples which show a more basic approach to analysis and evaluation.</p>
	(0 marks)	<i>No relevant response.</i>
<b>AO3</b>		
Level 3	(3-4 marks)	<p><i>The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate, the response indicates an outstanding ability to recognise and draw upon the candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.</i></p>

Responses should show a clear structure which is logical and which uses appropriate terminology relating to the criminal justice system and the young offender, with use of examples. Students may draw upon their own observations.

Level 2 (2 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.*

Answers will show a more limited structure and use of appropriate terminology relating to the criminal justice system and the young offender.

Level 1 (1 mark) *There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

At the lowest level, answers will show a more basic ability to use appropriate terminology and will have a more limited structure.

(0 marks) *No relevant response.*

#### **AO4**

Level 3 (6-8 marks) *Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions*

Students will draw upon the concepts of retribution and rehabilitation of young offenders in the criminal justice system and use examples from a range of citizenship sources. The response at this level will use a range of relevant points and examples from other areas of the specification to produce a coherent and argued response. Additionally, answers may use illustrations from other units such as work on Active Citizenship completed for CIST2 or CIST4.

Level 2 (3-5 marks) *Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Responses will show a good ability to link the sentencing of young offenders in the criminal justice system to aspects of UK citizenship.

Level 1 (1-2 marks) *Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to*

*generalise, organise and construct an argument or propose alternative solutions.*

Answers will show a limited ability to use knowledge and ideas from other areas, such as a brief example linking to CIST2 or CIST4.

(0 marks)     *No relevant response.*

## SECTION B

<b>0</b>	<b>7</b>
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Examine the role of pressure groups **or** the media in holding the government to account. (15 marks)

### AO1

**Level 3** (3-4 marks) *Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples are used to relate and interconnect knowledge and understanding to citizenship issues.*

Responses will clearly explain the nature of either pressure groups or the media, giving appropriate examples. Students will explain the nature of government accountability. Reference will be made to the role of either pressure groups or the media in bringing the government to account. Students will refer to specific examples of work by pressure groups or the media which highlighted problems with government policy or actions, for example, Stop the War coalition lobbying concerning the Iraq war, student groups protesting concerning university tuition fees.

#### NOTE:

The above are given as examples only and other examples may be credited.

**Level 2** (2 marks) *Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.*

At this level, responses will show knowledge and understanding, but may not consider such a wide range of aspects, or show a more limited consideration of a large range of the issues.

**Level 1** (1 mark) *Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.*

At this level, responses will show a more limited and basic knowledge and understanding of the nature of pressure groups or the media and government accountability.

(0 marks) *No relevant response.*

### AO2

**Level 3** (5-6 marks) *The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.*

Students will discuss the effectiveness of the role of pressure groups or the media in bringing the government to account and will develop the points made in AO1, commenting on the success or otherwise of various media or pressure group campaigns, giving specific examples. Students may focus on groups which gain a lot of publicity but fail to succeed in their campaign, such as Stop the War Coalition and student tuition fee demonstrations, or Reg Keyes standing against Tony Blair in his Sedgefield constituency. They will comment on the desirability of bringing the government to account by such bodies.

- Level 2 (3-4 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.*

Answers will show a developed response either through in-depth analysis of a more limited range of examples, or limited depth but with a greater range.

- Level 1 (1-2 marks) *The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.*

Answers will have a limited range of examples which show limited development and lack in analysis.

- (0 marks) *No relevant response.*

### **AO3**

- Levels 2 and 3 (2 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar*

Answers should show a clear structure which is logical and which uses terminology appropriate to the discussion of pressure groups or the media and government accountability.

- Level 1 (1 mark) *There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

At this level, there is some basic attempt to use appropriate terminology but a clear structure is lacking.

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	(0 marks)	<i>No relevant response.</i>
<b>AO4</b>		
Level 3	(3 marks)	<p><i>Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i></p> <p>Students will draw upon the concepts of government accountability and the role of pressure groups and the media in this regard. Answers will use a range of relevant points and examples from other areas of the specification to produce a coherent and well-argued response. Additionally, answers may use illustrations from other units, such as work on Active Citizenship completed for CIST2 or CIST4.</p>
Level 2	(2 marks)	<p><i>Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions</i></p> <p>At this level, responses will be more limited in links to other areas.</p>
Level 1	(1 mark)	<p><i>Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i></p> <p>Answers demonstrate a basic ability to draw ideas and concepts from other areas.</p>
	(0 marks)	<i>No relevant response.</i>

<b>0</b>	<b>8</b>
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'The First Past the Post (FPTP) electoral system is a fair way of ensuring democracy in the UK.' Critically assess this statement. (25 marks)

### AO1

Level 3 (4-5 marks) *Answers are extensive, demonstrating wide- ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples are used to relate and interconnect knowledge and understanding to citizenship issues.*

Students will demonstrate an excellent understanding of the First Past the Post electoral voting system and may include defining the system as a plurality voting system with a single winner (single member constituency) used to elect MPs to the House of Commons in a general election. In this system, the single winner is the person with the most votes and there is no requirement for the winner to gain an absolute majority of all the votes. Examples may be given of MPs elected to the House of Commons with a small percentage of the votes of the constituency. The response may compare the First Past the Post electoral system with other voting systems such as types of proportional representation and may refer to the referendum held in 2011 regarding the Alternative Vote electoral system.

Level 2 (2-3 marks) *Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.*

Knowledge and understanding at this level will show a more limited range of examples and may not include a comparison of the First Past the Post system with other voting systems.

Level 1 (1 mark) *Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.*

At this level, knowledge and understanding will be limited with little development. Responses will lack examples or offer a very limited range.

(0 marks) *No relevant response.*

### AO2

Level 3 (6-8 marks) *The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.*

Responses will give a balanced view on the advantages and disadvantages of the First Past the Post electoral system such as:

- leads to fewer political parties being represented
- could lead to tactical voting
- disproportionate representation of minority parties
- it is simple to understand and votes may be counted quickly
- the voters can clearly express a view on which party they would like to see in government
- representatives can get elected with little public support as it does not matter by what margin they win.

Students will analyse the system and evaluate how democratic a voting system it is and whether it produces a result which the majority of voters consider represents their choice. Students may comment on the fact that the system usually produces a clear majority for one political party, but may comment on the election result of 2010 which led to a coalition government, something which is usually more likely with forms of proportional representation. Students will reach a conclusion based on evidence adduced in their response.

NOTE:

1. The above are given as examples only
2. Credit other relevant material.

Level 2 (3-5 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed*

Responses will begin to show development either through in-depth analysis of a more limited range of examples, or limited depth but with a greater range.

Level 1 (1-2 marks) *The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.*

Responses will be basic in nature with little attempt at analysis or evaluation of the system and may not include a conclusion.

(0 marks) *No relevant response.*

### AO3

Level 3 (3-4 marks) *The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate, the response indicates an outstanding ability to recognise and draw upon the candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling,*

*punctuation and grammar.*

The response should show a clear structure which is logical and which uses language appropriate to election systems. Students may draw upon their own observations.

Level 2 (2 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.*

Responses will show a more limited structure and use of appropriate terminology.

Level 1 (1 mark) *There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

At this level, there will be some basic attempts to use appropriate terminology.

(0 marks) *No relevant response.*

#### **AO4**

Level 3 (6-8 marks) *Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions*

Students will draw upon concepts relating to the First Past the Post voting system and will use examples from a range of citizenship sources. They will construct an answer that responds to the issues raised by the question using a range of resources. The response should look to ideas from other areas to enable a coherent answer. Additionally, answers may use illustrations from other units, such as work on Active Citizenship completed for CIST2 or CIST4.

Level 2 (3-5 marks) *Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions*

Answers will show the use of knowledge and ideas from other areas such as a brief example linking to another area of the specification.

Level 1 (1-2 marks) *Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose*

*alternative solutions.*

At this level, answers will show a limited ability to use knowledge and ideas from other areas.

(0 marks)    *No relevant response.*

0	9
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Explain **and** comment on the role **and** implications of the UK's membership of **one** key international organisation. (4 marks)

### AO1

Level 3

(3-4 marks)

*Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories.*

*A range of real and topical examples are used to relate and interconnect knowledge and understanding to citizenship issues.*

Responses will clearly explain the role of the UK in one key international organisation such as:

#### EU

Role may include provision of MEPs to the European Parliament, Commissioners and Council members and judges to the European Court of Justice: also to provide finance and aid, abide by EU law and implement directives and decisions. Reference may be made to following the common agricultural policies and input into forming treaties.

#### NATO

Role may include being a founder member and providing finance and UK troops in times of crisis, eg Libyan uprising. Working with other NATO allies to preserve peace and stability UK's delegation to NATO ensures British interests and reports back to UK government. The role also includes provision of aid to third world countries and new democracies. The UK delegation represents UK views in NATO, promotes human rights and ensures military and political security for Britain.

#### UNITED NATIONS

Role may include being a founder member of the UN and a member of the Security Council with power to veto resolutions. Students may refer to the provision of troops for peace-keeping forces and aid for stricken countries in times of war, flood and famine. Specific examples may be given such as Middle East crisis and Rwanda civil war.

#### G8

Role may include attending annual meeting of eight leading nations to discuss economic and global concerns. Although there is only an annual meeting with heads of state and government leaders, there is continuous work to tackle contemporary topics such as climate change, global policies and trade agreements.

#### IMF

Role may include UK as one contributor among 187 countries working to foster global monetary co-operation and to secure financial stability. The UK's role with others is to promote worldwide sustainable economic growth, provide employment, reduce poverty around the world and to promote international trade. The role will include making financial contributions to member countries to meet balance of payment needs.

**NOTE:**

1. The above are given only as examples
2. Credit other relevant materials
3. Credit other international organisations providing the UK is a member.

Level 2 (2 marks) *Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.*

Responses will show a clear understanding of the chosen international organisation and the role of the UK within the organisation.

Level 1 (1 mark) *Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.*

Lower level responses will show a more limited knowledge and understanding of the international organisation and the role of the UK within such organisation.

(0 marks) *No relevant response.*

**AO2**

Level 3 (5-6 marks) *The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity*

Students will clearly develop the explanations raised in AO1 by discussing the implications of the UK's membership of the chosen organisation such as financial commitment and contributions, military deployment, adherence to law and human rights, etc. Responses will comment on the appropriateness of UK membership and analyse and evaluate the value derived from membership. Examples may be used to illustrate the implications of the UK's role in the international organisation.

Level 2 (3-4 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.*

There will be a developed response either through in-depth analysis of a more limited range of examples, or limited depth but with a greater range.

<b>AO3</b>	Level 1	(1-2 marks)	<i>The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.</i>
			Answers will have a limited range of examples and only show basic evaluation and analysis of the implications of the UK's membership of the international organisation.
		(0 marks)	<i>No relevant response.</i>
<b>AO4</b>	Level 2 and 3	(2 marks)	<i>A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</i>
			The response should show a clear structure which is logical and which uses terminology appropriate to the UK's membership of an international organisation. In evaluation, students may draw on specific examples to illustrate their answer. Students may draw on their own observations.
	Level 1	(1 mark)	<i>There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i>
			There are some basic attempts to structure an answer and use appropriate terminology.
		(0 marks)	<i>No relevant response.</i>
<b>AO4</b>	Level 3	(3 marks)	<i>Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i>
			Students will draw on the concepts of the workings of the international organisation and the UK's role and implications of membership, and use examples from a range of citizenship sources. At this level the response should look to ideas from other areas to enable a coherent answer. This may include examples from other areas of the specification and there may be consideration of examples of evidence which link to Active Citizenship completed for CIST2 or CIST4.

Level 2	(2 marks)	<i>Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i>
		There will be a more limited attempt to link to other areas of study.
Level 1	(1 mark)	<i>Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i>
		At this level, there will be only basic attempts to link to other areas.
	(0 marks)	<i>No relevant response.</i>

**1 0**

Assess the ability of citizens to bring about change in international issues.

(25 marks)

**AO1**

Level 3 (4-5 marks) *Answers are extensive, demonstrating wide- ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples are used to relate and interconnect knowledge and understanding to citizenship issues.*

Students will display an excellent knowledge and understanding of how citizens may effect change in international issues, giving examples such as an individual campaigner, eg Anita Roddick (products not tested on animals), or a pressure group which campaigns over international issues such as Amnesty International or Greenpeace, by lobbying Parliament or demonstrating concerning an international issue such as the Iraq war or becoming an MP or MEP.

**NOTE:**

1. The above are given as examples only and other relevant material may be credited.
2. Not all of the above are necessary for a Level 3 response.

Level 2 (2-3 marks) *Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.*

Responses will show a good understanding of how citizens could affect international issues. This may include only one aspect in detail, or may include a wider range of aspects but without depth of discussion.

Level 1 (1 mark) *Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.*

Lower level responses will show a more limited knowledge and understanding of how citizens may affect international issues.

(0 marks) *No relevant response.*

**AO2**

Level 3 (6-8 marks) *The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.*

Students will develop points and examples made in AO1 and discuss and analyse the ability of citizens to effect (or fail to effect) change in international issues. Examples will be developed such as the lack of success of the Stop the War coalition in preventing the Iraq war, and the effect of pressure on international governments by Amnesty International to release political prisoners, or commute the death penalty.

Students will make a reasoned argument assessing the ability of citizens to effect change in international issues adducing evidence from the examples given and reaching a sound evaluative conclusion.

- Level 2 (3-5 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed*

Students will show a good understanding of the ability of citizens to effect change in international issues. This may include one aspect in detail or may include a wider range of aspects but without any depth of discussion.

- Level 1 (1-2 marks) *The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.*

Answers will have a limited range of possible outcomes with basic development and evaluation.

- (0 marks) *No relevant response.*

### **AO3**

- Level 3 (3-4 marks) *Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible. There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation*

Answers should show a clear structure which is logical and which uses appropriate terminology relating to elections. Students may draw upon their own observations.

- Level 2 (2 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.*

At this level, answers will show a more limited structure and use of

appropriate terminology.

- Level 1 (1 mark) *There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Answers will show a basic ability to use terminology and will have a basic structure.

- (0 marks) *No relevant response.*

#### **AO4**

- Level 3 (6-8 marks) *Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions*

Students will draw upon the concepts of citizens effecting change in international issues and use examples from a range of citizenship sources. At this level, answers will use a range of relevant points and examples from other areas of the specification to produce a coherent and well-argued response. Additionally, answers may use illustrations from other units such as work on Active Citizenship completed for CIST2 or CIST4.

- Level 2 (3-5 marks) *Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions*

At this level, answers will show a good ability to link the ability of citizens to effect change in international issues to aspects of UK citizenship.

- Level 1 (1-2 marks) *Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

At this level, answers will show an ability to use knowledge and ideas from other areas of the specification.

- (0 marks) *No relevant response.*

OR

**1 1**

Examine the composition **and** main roles of the House of Lords.

(15 marks)

**AO1**

Level 3 (3-4 marks)

*Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories.*

*A range of real and topical examples are used to relate and interconnect knowledge and understanding to citizenship issues.*

Students will show excellent knowledge and understanding of both the composition and main roles of House of Lords, namely:

The House is the second chamber and is composed of approximately 830 peers who may be life peers, elected hereditary peers or bishops. The role of the House of Lords is as a revising and scrutinising body checking on the work of the House of Commons, offering expertise. The House also debates policy issues and it may also introduce legislation. The House of Lords also holds the Executive to account. Students may refer to the relationship between the House of Commons and the House of Lords.

**NOTE:**

1. For a Level 3 response, students must address both the composition and the role of the House of Lords..
2. Not all of the above are necessary for full marks.

Level 2 (2 marks)

*Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.*

Responses will show a clear understanding of the mechanisms of both the role and composition of the House of Lords. These need not be in equal depth, but both issues must be included for a Level 2 answer.

Level 1 (1 mark)

*Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.*

Lower level responses will show a more limited knowledge and understanding of the issues relating to the composition and role of the House of Lords.

(0 marks)

*No relevant response.*

**AO2**

Level 3 (5-6 marks) *The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.*

Students will clearly develop the explanations raised in AO1 by discussing the effectiveness of the way that the House of Lords is constituted. They may also include the role of the House of Lords and may raise examples which could include the relationship between the House of Commons and the House of Lords, and possible use of the Parliament Acts. Responses may raise the unelected nature of the House of Lords, and the requirement for the Royal Assent. Reference may be made to possible reform of the composition of the House of Lords.

**NOTE:**

The above are given only as examples and other material may be credited.

Level 2 (3-4 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed*

Answers will show a developed response either through in-depth analysis of a more limited range of examples, or limited depth but with a greater range.

Level 1 (1-2 marks) *The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.*

At this level, answers will have a limited range of examples and will be lacking in analysis and evaluation.

(0 marks) *No relevant response.*

**AO3**

Levels 2 and 3 (2 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.*

The response should show a clear structure which is logical and which uses terminology appropriate to parliamentary procedures and role of the House of Lords. In evaluation, students may draw on specific examples to illustrate their answer and may draw on their own observations.

Level 1 (1 mark) *There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Responses will include some basic attempts at appropriate terminology and structure.

(0 marks) *No relevant response.*

#### **AO4**

Level 3 (3 marks) *Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Students will draw upon the concepts of the workings of the House of Lords and use examples from a range of citizenship sources. The response should look to ideas from other areas to enable a coherent answer. This may include examples which link to other area of study. Additionally, answers may use illustrations from other units, such as work on Active Citizenship completed for CIST2 or CIST4.

Level 2 (2 marks) *Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

There will be a more limited attempt to link to other areas of study.

Level 1 (1 mark) *Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions*

At this level, there will be only basic attempts to link to other areas of study.

(0 marks) *No relevant response.*

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Critically evaluate the changing nature of the powers and influence of British prime ministers. (25 marks)

**AO1**

Level 3 (4-5 marks)

*Answers are extensive, demonstrating wide- ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples are used to relate and interconnect knowledge and understanding to citizenship issues.*

Students will have an excellent grasp of the powers of the prime minister and will explain powers such as:

- the power to appoint and dismiss cabinet members and junior ministers
- power to control the Cabinet Office and indirectly the civil service
- the power to declare war
- guides the law-making process
- the link between the government and the monarch
- the voice of the government at home and abroad
- the power to dissolve Parliament
- recommends appointments and peerages to the monarch.

Students will also refer to the influence of the prime minister both at home and abroad such as:

- influence on his/her own political party
- influence on the country as a result of policies and legislation
- influence on the EU and other bodies (eg NATO, G8) of which the UK is a member
- influence on other world powers eg USA, Russia, China.

**NOTE:**

3. Not all of the above are necessary for a Level 3 answer.
4. The above are given only as examples and other relevant material may be credited.
5. For a Level 3 answer, both the powers and influence of prime ministers must be addressed.

Level 2 (2-3 marks)

*Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.*

At this level, answers will show a good level of knowledge and understanding but may only consider limited aspects or may cover a greater range but in less depth. Students may refer only to the powers of the prime minister.

Level 1 (1 mark) *Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.*

(0 marks) At this level, responses will show a more limited knowledge and understanding of the powers and/or influence of prime ministers.  
*No relevant response.*

## AO2

Level 3 (6-8 marks) *The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.*

Students will evaluate and analyse the perception of the changes in powers and influence of UK prime ministers and may use a historical basis for the reasoned arguments made. Reference may be made to the perception of the increase in power of prime ministers during the twentieth century with the ascendancy of the House of Commons following the Parliament Act of 1911. Specific examples will be used contrasting the powers and influence of different prime ministers and their style of government. They may refer to the more presidential style of Thatcher and Blair and the use of 'kitchen cabinet' government. Students may refer to the difference made by a large majority and contrast this with the more tempered style of a coalition government. Reference may be made to the fluctuation in world influence of the UK under different prime ministers.

Students may adduce that the increased focus of the media on the prime minister leads to an apparent perception of the increase in the powers of the prime minister.

Students will make a reasoned argument from evidence adduced in answers and reach an appropriate conclusion.

### NOTE:

1. The above are given as examples only and other relevant material may be credited.
2. Both the powers and influence of prime ministers must be evaluated and analysed for a Level 3 response.

Level 2 (3-5 marks) *The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.*

Students will demonstrate a good ability to analyse and evaluate the powers and influence of UK prime ministers but responses may contain a more limited range of examples, or a more limited depth but with a greater range.

Level 1 (1-2 marks) *The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.*

Answers will have a limited range of examples with limited development and analysis.

(0 marks) *No relevant response.*

### AO3

Level 3 (3-4 marks) *The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate, the response indicates an outstanding ability to recognise and draw upon the candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

At this level, answers should show a clear structure which is logical and which uses appropriate terminology relating to prime ministers and government, with use of examples. Students may draw upon their own observations.

Level 2 (2 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar*

Answers will show a more limited structure and use of terminology.

Level 1 (1 mark) *There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

At the lowest level, a more basic ability to structure and use appropriate terminology will be shown.

(0 marks) *No relevant response.*

### AO4

Level 3 (6-8 marks) *Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

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Students will draw upon the concepts of the powers and influence of UK prime ministers and use examples from a range of citizenship sources. At this level, the response should look to ideas from other areas to enable a coherent answer. This may include examples from other areas of the specification in order to produce a well-argued response. Additionally, answers may use illustrations from other units, such as work on Active Citizenship completed for CIST2 or CIST4.

Level 2     (3-5 marks)     *Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Answers will show a good ability to link the powers and influence of UK prime ministers with other areas of the specification.

Level 1     (1-2 marks)     *Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*

Answers will show a limited ability to use knowledge and ideas such as a brief example linking to another area in the specification.

(0 marks)     *No relevant response.*

**ASSESSMENT OBJECTIVE GRID**

<b>A2 Assessment Objective</b>	<b>Section A</b>		<b>Section B</b>		<b>Total Marks by Assessment Objective</b>
	<b>Marks allocated by Assessment Objective (odd- numbered questions)</b>	<b>Marks allocated by Assessment Objective (even- numbered questions)</b>	<b>Marks allocated by Assessment Objective (odd- numbered questions)</b>	<b>Marks allocated by Assessment Objective (even- numbered questions)</b>	
<b>AO1</b>	4	5	4	5	18
<b>AO2</b>	6	8	6	8	28
<b>AO3</b>	2	4	2	4	12
<b>AO4</b>	3	8	3	8	22
<b>Total</b>	<b>15</b>	<b>25</b>	<b>15</b>	<b>25</b>	<b>80</b>

**GENERIC MARK SCHEME**for questions **0 1** , **0 3** , **0 5** , **0 7** , **0 9** and **1 1**

<b>Level</b>	<b>AO1 Knowledge and Understanding</b>	<b>AO2 Analysis and Evaluation</b>	<b>AO3 Communication and Action</b>	<b>AO4 Synthesis</b>
<b>3</b>	<b>(3–4 marks)</b> Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples are used to relate and interconnect knowledge and understanding to citizenship issues.	<b>(5–6 marks)</b> The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.	<b>(2 marks)</b> A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation.	<b>(3 marks)</b> Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.
<b>2</b>	<b>(2 marks)</b> Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.	<b>(3–4 marks)</b> The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.	The response should be legible but there may be occasional errors of spelling, punctuation and grammar.	<b>(2 marks)</b> Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.

for questions **0 1** , **0 3** , **0 5** , **0 7** , **0 9** and **1 1** (continued)

<b>1</b>	<p><b>(1 mark)</b> Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.</p>	<p><b>(1–2 marks)</b> The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.</p>	<p><b>(1 mark)</b> There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p>	<p><b>(1 mark)</b> Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</p>
	<p><b>(0 marks)</b> No relevant response.</p>	<p><b>(0 marks)</b> No relevant response.</p>	<p><b>(0 marks)</b> No relevant response.</p>	<p><b>(0 marks)</b> No relevant response.</p>

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Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
3	<b>(4–5 marks)</b> Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples are used to relate and interconnect knowledge and understanding to citizenship issues.	<b>(6–8 marks)</b> The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.	<b>(3–4 marks)</b> The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate, the response indicates an outstanding ability to recognise and draw upon the candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.	<b>(6–8 marks)</b> Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.
2	<b>(2–3 marks)</b> Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.	<b>(3–5 marks)</b> The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.	<b>(2 marks)</b> A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.	<b>(3–5 marks)</b> Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.

for questions **0 2** , **0 4** , **0 6** , **0 8** , **1 0** and **1 2** (continued)

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
<b>1</b>	<p><b>(1 mark)</b> Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.</p>	<p><b>(1–2 marks)</b> The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.</p>	<p><b>(1 mark)</b> There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p>	<p><b>(1–2 marks)</b> Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</p>
	<p><b>(0 marks)</b> No relevant response.</p>	<p><b>(0 marks)</b> No relevant response.</p>	<p><b>(0 marks)</b> No relevant response.</p>	<p><b>(0 marks)</b> No relevant response.</p>