



**General Certificate of Education  
June 2011**

**Citizenship Studies**

**CIST3**

**Power and Justice**

**Unit 3**

***Mark Scheme***

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 candidates' responses. The process of standardisation ensures that the mark scheme covers the candidates' 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 candidates' 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 candidates' 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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**GCE CITIZENSHIP STUDIES Unit 3**for questions **0 1** , **0 3** , **0 5** , **0 7** , **0 9** and **1 1**

| <b>Level</b> | <b>AO1<br/>Knowledge and<br/>Understanding</b>                                                                                                                                                                                                                                                                             | <b>AO2<br/>Analysis and<br/>Evaluation</b>                                                                                                                                                                                                                                                                                              | <b>AO3<br/>Communication<br/>and Action</b>                                                                                                                                                                                                                                                                                        | <b>AO4<br/>Synthesis</b>                                                                                                                                                                                                                          |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3</b>     | <p><b>(3–4 marks)</b><br/>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.</p> | <p><b>(5–6 marks)</b><br/>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.</p> | <p><b>(2 marks)</b><br/><br/>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.</p> | <p><b>(3 marks)</b><br/>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.</p> |
| <b>2</b>     | <p><b>(2 marks)</b><br/>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.</p>                                    | <p><b>(3–4 marks)</b><br/>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.</p>                                          | <p>The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</p>                                                                                                                                                                                                                     | <p><b>(2 marks)</b><br/>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.</p>       |

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

|          |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                             |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b> | <p><b>(1 mark)</b><br/>Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Candidates 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><br/>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><br/>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><br/>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><br/>No relevant response.</p>                                                                                                                                                                                                                                  | <p><b>(0 marks)</b><br/>No relevant response.</p>                                                                                                                                                                                                                                                                              | <p><b>(0 marks)</b><br/>No relevant response.</p>                                                                                                                                                                                                                                                                                                                                      | <p><b>(0 marks)</b><br/>No relevant response.</p>                                                                                                                                                                                           |

**GENERIC MARK SCHEME**for questions 

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| Level    | AO1<br>Knowledge and Understanding                                                                                                                                                                                                                                                                                 | AO2<br>Analysis and Evaluation                                                                                                                                                                                                                                                                                                  | AO3<br>Communication and Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | AO4<br>Synthesis                                                                                                                                                                                                                            |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3</b> | <b>(4–5 marks)</b><br>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><br>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><br>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><br>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>(2–3 marks)</b><br>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><br>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><br>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><br>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.       |

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

| <b>Level</b> | <b>AO1<br/>Knowledge and<br/>Understanding</b>                                                                                                                                                                                                                             | <b>AO2<br/>Analysis and<br/>Evaluation</b>                                                                                                                                                                                                                                                                             | <b>AO3<br/>Communication and<br/>Action</b>                                                                                                                                                                                                                                                                                                                                    | <b>AO4<br/>Synthesis</b>                                                                                                                                                                                                               |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>     | <b>(1 mark)</b><br>Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Candidates may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections. | <b>(1–2 marks)</b><br>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. | <b>(1 mark)</b><br>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. | <b>(1–2 marks)</b><br>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. |
|              | <b>(0 marks)</b><br>No relevant response.                                                                                                                                                                                                                                  | <b>(0 marks)</b><br>No relevant response.                                                                                                                                                                                                                                                                              | <b>(0 marks)</b><br>No relevant response.                                                                                                                                                                                                                                                                                                                                      | <b>(0 marks)</b><br>No relevant response.                                                                                                                                                                                              |

The following indicative content is to be used in conjunction with the Generic Mark Bands. The points identified are those expected to be found in responses worthy of the top end of Level 2 and Level 3. Responses judged to be characterised by lower levels are likely to include progressively fewer relevant points.

In addition to the indicative content detailed here, all relevant responses will be given credit.

## SECTION A

### EITHER

**01** Explain the legal safeguards in place for a suspect detained by the police. (15 marks)

#### AO1 (4 marks)

##### *Level 3 (3-4 marks)*

At this level, candidates will clearly explain the legal safeguards under the Police and Criminal Evidence Act 1984 (as amended) such as:

- the right to free phone a solicitor (or consult the duty solicitor)
- the right to free phone someone to be told that the detainee is at the police station
- the right to see the Codes of Practice
- access to a copy of the custody record
- three meals a day with drinks, and drinks between meals
- exercise
- medical care
- detention for no more than 24 hours without charge
- up to 36 hours detention with permission of a Police Superintendent
- over 36 hours with permission of the court
- reviews
- interviews.

##### **Note:**

1. Not all of these are necessary for full marks.
2. Other relevant and accurate issues dealt with by the police will be credited.

##### *Level 2 (2 marks)*

At this level, responses will show good understanding of a detainee's rights. This may include limited aspects in detail or may include a wider range of aspects but without depth of discussion.

##### *Level 1 (1 mark)*

At this level, responses will show a limited understanding of the rights of a detainee with some basic points made.

## **AO2 (6 marks)**

### *Level 3 (5-6 marks)*

Candidates will develop the explanation of the issues raised in AO1 by discussing the importance and relevance of these legal safeguards to protect the detainee. Where appropriate, they will include examples and highlight any problems which may occur during the period of detention and raise issues such as controversy over the length of detention of a terrorist suspect. Responses will show clear evaluation and analysis of the law.

### *Level 2 (3-4 marks)*

At this level, responses will begin to show a developed response either through in-depth analysis of a more limited range of examples or a limited depth but covering a greater range.

### *Level 1 (1-2 marks)*

At this level, responses will have a limited range of examples and limited development of evaluation and analysis.

## **AO3 (2 marks)**

### *Levels 2 and 3 (2 marks)*

The response should show a clear structure which is logical and which uses terminology relating to the legislation and codes of practice on police powers of detention. Candidates may draw upon their own observations.

### *Level 1 (1 mark)*

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

## **AO4 (3 marks)**

### *Level 3 (3 marks)*

Candidates will draw upon the concepts of the rights of a detainee held by the police 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 of possible human rights abuse and illustrations from other units, such as work on Active Citizenship completed for CIST2 or CIST4.

### *Level 2 (2 marks)*

At this level, there will be more limited links to other relevant areas, or a number of links not made explicit to the question.

### *Level 1 (1 mark)*

At this level, there will be only passing reference to other relevant areas with little or no development or explicit links to the question.

|           |                                                                     |                   |
|-----------|---------------------------------------------------------------------|-------------------|
| <b>02</b> | ‘Imprisonment is unlikely to reform an offender.’ Assess this view. | <i>(25 marks)</i> |
|-----------|---------------------------------------------------------------------|-------------------|

**AO1 (5 marks)***Level 3 (4-5 marks)*

At this level, candidates will clearly identify the type of offences which are likely to lead to imprisonment including youth custody. Candidates will also identify the aims of a prison sentence including punishment, deterrence, protection of the public and reformation. Programmes undertaken in prisons should be referred to, together with reoffending rates.

*Level 2 (2-3 marks)*

At this level, responses will show a more limited understanding of the effects of imprisonment and reformation of an offender and limited analysis.

*Level 1 (1 mark)*

Lower level responses will show a basic knowledge and understanding of the issues raised by the question and there will be little analysis.

**AO2 (8 marks)***Level 3 (6-8 marks)*

At this level, candidates will clearly discuss the approaches and programmes adopted by the prison service and the effectiveness of these in achieving the reformation of the offender. They will include the age of the offender and the effect of this on the ability to reform the offender. Candidates will use examples such as Thompson and Venables and Peter Tobin and refer to counselling services, educational programmes and therapies and job skills programmes as ways of reforming the offender and rendering an offender able to function in society upon release or parole.

A balanced argument should be given including reference to the reoffending rates and should reach an evaluative conclusion based on the evidence adduced in their answer.

**Note:**

1. The above are given only as examples.
2. Other relevant discussion may be credited.

*Level 2 (3-5 marks)*

At this level, answers will begin to show a more developed response either through in-depth analysis of a more limited range of examples or a response of limited depth but with greater range.

*Level 1 (1-2 marks)*

At this level, answers will have a limited range of examples with basic attempts at analysis.

**AO3 (4 marks)**

*Level 3 (3-4 marks)*

At this level, answers should show a clear structure which is logical and which uses terminology such as examples of prison programmes. Answers should examine the issues raised by the question and reach an evaluative conclusion. Candidates may draw upon their own observations.

*Level 2 (2 marks)*

At this level, answers will show a more limited structure and use of appropriate terminology and a more limited discussion of the issues raised by the question.

*Level 1 (1 mark)*

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

**AO4 (8 marks)**

*Level 3 (6-8 marks)*

Candidates will draw upon the concepts of custodial sentencing. They will use examples from a range of citizenship sources and from other areas of the specification to produce a coherent and well-argued response. Additionally, answers may use materials from other units such as work on Active Citizenship completed for CIST2 or CIST4.

*Level 2 (3-5 marks)*

At this level, answers will show an ability to link the issues of reformation of a prisoner to the sources outlined above.

*Level 1 (1-2 marks)*

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

OR

**03** Explain the qualifications for **and** selection of jurors for a criminal trial. (15 marks)

**AO1 (4 marks)**

**Level 3 (3-4 marks)**

At this level, candidates will clearly explain the qualifications (aged 18-70, name on electoral roll, lived in UK for 5 years or more since age 13) and selection of jurors, including disqualification with reference to the Criminal Justice Act 2003, including vetting and selection in court.

**Note:**

Both qualifications for and selection of jurors should normally be covered for Level 3 answers.

**Level 2 (2 marks)**

The response should show a good understanding and knowledge of the qualifications for and selection of jurors.

**Level 1 (1 mark)**

At this level, candidates will show a basic knowledge and understanding.

**AO2 (6 marks)**

**Level 3 (5-6 marks)**

Candidates will develop the explanation in AO1, commenting on the qualifications for and selection of jurors and the appropriateness of them. A discussion of the issues will be included, such as the sensitive nature of jury vetting.

**Level 2 (3-4 marks)**

Middle level answers will begin to show a more developed response either through in-depth analysis of a more limited range or a limited depth but with a greater range.

**Level 1 (1-2 marks)**

At the lowest level, answers will have basic analysis and discussion.

**AO3 (2 marks)**

**Levels 2 and 3 (2 marks)**

The response should show a clear structure which is logical and which uses terminology appropriate to the jury system. The answer should show reference to legislation. Candidates may draw upon their own observations.

**Level 1 (1 mark)**

At this level, there will be some basic attempts to use terminology and to structure the answer. Candidates will use language appropriate to the qualifications for and selection of jurors.

**AO4 (3 marks)**

**Level 3 (3 marks)**

Candidates will draw upon the concepts of the jury system 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 consideration of materials which link to other areas of study, such as work on Active Citizenship completed for CIST2 or CIST4.

**Level 2 (2 marks)**

At this level, there will be a more limited attempt to link to other relevant areas of study.

**Level 1 (1 mark)**

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

**04** Critically comment on the safeguards in place to ensure fairness in the trial process.  
(25 marks)

**AO1 (5 marks)**

**Level 3 (4-5 marks)**

At this level, candidates will clearly explain Articles 6 and 7 of the Human Rights Act 1998 such as:

- presumption of innocence until proved guilty
- the right to be informed, in a language which the defendant understands, of the nature and cause of the accusation
- adequate time to prepare a defence
- the right to defend oneself or engage a lawyer of choice or legal assistance if required
- the right to examine prosecution witnesses
- the right to a trial within a reasonable time
- the right to an independent and impartial judge or tribunal
- the right to a public hearing
- no punishment without due process of law
- appeal procedures.

**Note:**

1. Not all of these are necessary for full marks.
2. Other relevant material included will be credited, such as natural justice.

**Level 2 (2-3 marks)**

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

**Level 1 (1 mark)**

At this level, responses will show a more limited knowledge and understanding of the law relating to a fair trial. This may include consideration of only one aspect of the process.

**AO2 (8 marks)**

**Level 3 (6-8 marks)**

At this level, candidates will discuss the impact of these provisions on a criminal trial and use case law and examples to illustrate and highlight any problems, eg trials of minors and non-English speakers. Candidates may discuss common law provisions such as the rules of natural justice to illustrate the impact of Article 6.

Candidates may discuss impediments to a fair trial, such as corruption or incompetence (judicial or otherwise), contempt of court by media or jurors, or a lack of legal counsel.

This is a wide question: there are a number of approaches that candidates may take, and it is not possible or desirable to be prescriptive. Candidates will reach a sound evaluative conclusion based on the evidence adduced in their answer.

**Level 2 (3-5 marks)**

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

**Level 1 (1-2 marks)**

At this level, answers will have a limited range of examples with limited analysis.

**AO3 (4 marks)****Level 3 (3-4 marks)**

At this level, answers should show a clear structure which is logical and which uses terminology appropriate to ensuring a fair criminal trial. Candidates may draw on their own observations.

**Level 2 (2 marks)**

Answers at this middle level show a more limited structure and use of appropriate terminology.

**Level 1 (1 mark)**

At this level, answers will show a more basic ability to use appropriate language and will have a more limited structure.

**AO4 (8 marks)****Level 3 (6-8 marks)**

Candidates will draw upon the concepts of justice and fairness 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 in the middle range will use knowledge and ideas from other relevant areas, such as a brief example linking to another area from CIST4 such as human rights.

**Level 1 (1-2 marks)**

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

**OR**

**05** Explain how miscarriages of justice are addressed.

*(15 marks)*

**AO1 (4 marks)**

**Level 3 (3-4 marks)**

At this level, candidates will clearly explain the procedure for referring a case to the Criminal Cases Review Commission from the courts and give examples of the work of the Commission. Candidates will explain that the Commission is an independent body set up in 1997 to review possible miscarriages of justice and decide if they should be sent to the Court of Appeal. Candidates will include that the Commission deals with possible wrongful convictions and unfair sentencing, and that new evidence may be brought or arguments made on the safety of the original conviction.

**Level 2 (2 marks)**

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

**Level 1 (1 mark)**

At this level, 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.

**AO2 (6 marks)**

**Level 3 (5-6 marks)**

At this level, candidates 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.

**Level 2 (3-4 marks)**

At this level, answers 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)**

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

**AO3 (2 marks)**

**Levels 2 and 3 (2 marks)**

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

**Level 1 (1 mark)**

At this level, answers will have a limited range of examples and will show basic development and explanation.

**AO4 (3 marks)**

**Level 3 (3 marks)**

Candidates will draw upon the concepts of addressing miscarriages of justice and use examples from a range of citizenship sources. Here, candidates 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.

**Level 2 (2 marks)**

At this level, there will be a more limited attempt to link to other relevant areas of study.

**Level 1 (1 mark)**

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

- 06** 'The criminal justice system does not sufficiently meet the needs of victims of crime.'  
Discuss. *(25 marks)*

**AO1 (5 marks)**

**Level 3 (4-5 marks)**

At this level, candidates will clearly explain the possible needs of the victims of crime, such as compensation by the offender and by the Criminal Injuries Compensation Authority and Code of Practice for Victims of Crime, restitution, counselling, participation in the sentencing process, Victim Support, suggestions of projects for Community Payback, etc. Specific examples may be given.

**Level 2 (2-3 marks)**

At this level, responses will show a more limited understanding of provision by the criminal justice system in relation to the needs of victims of crime. This may include only one aspect in detail, 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)**

Lower level responses will show a more limited knowledge and understanding of the criminal justice system and the needs of victims of crime. They will show a more basic approach, perhaps covering only one aspect.

**AO2 (8 marks)**

**Level 3 (6-8 marks)**

At this level, the provisions of the criminal justice system on behalf of victims of crime will be discussed, analysed and evaluated with examples drawn across a range of criminal offences. Candidates will reach a reasoned and balanced conclusion as to the adequacy of the provisions and level of service received by such victims.

**Level 2 (3-5 marks)**

At this level, answers will begin to show a more 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)**

At the lowest level, answers will have a limited range of examples which show a more basic approach to analysis and evaluation.

**AO3 (4 marks)**

**Level 3 (3-4 marks)**

At the highest level, answers should show a clear structure which is logical and which uses appropriate terminology relating to the criminal justice system with use of examples. Candidates may draw upon their own observations.

**Level 2 (2 marks)**

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

**Level 1 (1 mark)**

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

**AO4 (8 marks)**

**Level 3 (6-8 marks)**

Candidates will draw upon the concepts of justice and fairness for victims of crime 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)**

At this level, answers will show a good ability to link the process of compensating victims of crime to aspects of UK citizenship.

**Level 1 (1-2 marks)**

At this level, answers will show a limited ability to use knowledge and ideas from other relevant areas such as a brief example linking to CIST2 or CIST4.

## SECTION B

### EITHER

**07** Examine the role and effectiveness of an MP.

*(15 marks)*

#### **AO1 (4 marks)**

##### **Level 3 (3-4 marks)**

At this level, candidates will clearly explain aspects such as:

- MP's duty to Parliament – participating in debates, voting on legislation and other matters
- ministerial role in government
- committee membership examining proposed laws or the work of government departments
- spokesperson in an Opposition party, shadowing a government minister
- MP's duty to constituents – advising on problems, representing their concerns in Parliament, acting as a figurehead for the constituency
- MP's duty to political party – voting with the leadership of the party and acting as a representative of the party to their constituency.

##### **Note:**

1. The above are given only as examples.
2. Other roles and relevant information regarding an MP will be credited.
3. For level 3, both role and effectiveness would normally be considered.

##### **Level 2 (2 marks)**

At this level, responses will show some limited understanding of the work of an MP. 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)**

At this level, responses will show a limited understanding of the work of an MP and will have some basic points made.

**AO2 (6 marks)****Level 3 (5-6 marks)**

At this level, the response should give a range of examples and discussion regarding the effectiveness of an MP. Evaluation may be shown by considering the importance of the differing roles of an MP, the conflicts which sometimes arise between roles and the value given to the constituency and to Parliament. Candidates should reach a reasoned conclusion having explored both sides of the argument.

**Note:**

Candidates who do not address both issues in the question cannot receive marks in a band higher than level 2.

**Level 2 (3-4 marks)**

At this level, responses will begin to 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)**

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

**AO3 (2 marks)****Levels 2 and 3 (2 marks)**

The response should show a clear structure which is logical and which uses terminology relating to parliamentary business. In evaluation, candidates may draw on specific examples to illustrate their answer. Candidates may draw upon their own observations.

**Level 1 (1 mark)**

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

**AO4 (3 marks)****Level 3 (3 marks)**

Candidates will draw upon the concepts of the role and effectiveness of an MP 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 of work done by an MP and may use illustrations from other units in the specification, such as work on Active Citizenship completed for CIST2 or CIST4.

**Level 2 (2 marks)**

At this level, there will be more limited links to other relevant areas, or a number of links not made explicit to the question.

**Level 1 (1 mark)**

At this level, there will be only passing reference to other relevant areas in the specification with little or no development or explicit link to the question set.

**08** Assess the extent to which ideology is important in British politics.

*(25 marks)*

**AO1 (5 marks)**

**Level 3 (4-5 marks)**

At this level, candidates will clearly identify the current policies of the main political parties on the basis of their current ideology: for example, conservatism, liberalism and socialism. Candidates will draw upon their knowledge of the contemporary political views and ideologies of the parties, including those put forward at recent elections. Candidates may also refer to the historical perception of the ideology of the major parties and include the ideology of more recent political parties such as UKIP and the Green Party.

**Level 2 (2-3 marks)**

At this level, answers will show greater knowledge but still may only consider a few aspects of the issues involved or give more limited consideration of a greater range.

**Level 1 (1 mark)**

At this level, responses will show a more limited knowledge and understanding of the ideology of the major political parties. This may include only one aspect or one party discussed.

**AO2 (8 marks)**

**Level 3 (6-8 marks)**

At this level, candidates will discuss the parties' ideological base and a range of contemporary party policies. The response should refer to the historical/ideological core beliefs of these parties as well as their current position.

The question requires a clear evaluative conclusion which should refer to the drift to the centre by both the Conservative and Labour parties for electoral advantage. It may refer to the role of the state now compared with the core or historical values of the role of the state and the citizens. Changes in political parties, such as Old and New Labour, could be addressed. Parties changing their ideology in order to gain power in a coalition government could be addressed.

**Level 2 (3-5 marks)**

At this level, answers will begin to show a more 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)**

At this level, answers will have a limited range of examples which show limited development and lack in analysis.

**AO3 (4 marks)**

**Level 3 (3-4 marks)**

At this level, answers should show a clear structure which is logical and which uses terminology appropriate to political ideology. In evaluation, candidates may draw upon specific examples by way of illustration, and upon their own observations.

**Level 2 (2 marks)**

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

**Level 1 (1 mark)**

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

**AO4 (8 marks)**

**Level 3 (6-8 marks)**

Candidates will draw upon the concepts of political ideology 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)**

At this level, answers will show the use of knowledge and ideas from other relevant areas such as a brief example linking to another area of the specification.

**Level 1 (1-2 marks)**

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

**OR**

**09** Comment on the ways in which the Opposition holds the government to account.  
(15 marks)

**AO1 (4 marks)**

**Level 3 (3-4 marks)**

At this level, candidates will clearly identify the role of the opposition parties in questioning government ministers, and in scrutiny of proposed legislation at the committee stage of a Bill. Candidates will also identify the role of the leader of the official Opposition and of Opposition peers in the House of Lords in scrutinising and raising questions on government Bills.

Candidates will also consider adjournment debates, early-day motions and Prime Minister's question time, where the government may be called to account.

**Level 2 (2 marks)**

At this level, responses will show a more limited understanding of the mechanisms in place for holding the government to account. This may include only one aspect in detail or may include a wider range of aspects but without any depth of discussion.

**Level 1 (1 mark)**

Lower level responses will show a more limited knowledge and understanding of the issues of holding the government to account.

**AO2 (6 marks)**

**Level 3 (5-6 marks)**

At this level, candidates will clearly develop the explanations raised in AO1 by discussing the effectiveness of the Opposition parties in holding the government to account, and the revising and scrutinising role of the House of Lords. Answers will analyse and evaluate the mechanisms used and give examples.

**Level 2 (3-4 marks)**

Middle level answers will begin to show a more developed response either through in-depth analysis of a more limited range of examples or limited depth but with greater range.

**Level 1 (1-2 marks)**

At this level, answers will have a limited range of examples and only show basic development and explanation.

**AO3 (2 marks)**

**Levels 2 and 3 (2 marks)**

The response should show a clear structure which is logical and which uses terminology appropriate to parliamentary procedures. In evaluation, candidates may draw on specific examples to illustrate their answer. Candidates may draw upon their own observations.

**Level 1 (1 mark)**

There are some basic attempts to structure the answer and use appropriate terminology.

**AO4 (3 marks)**

**Level 3 (3 marks)**

Candidates will draw upon the concepts of criticism of government in the Houses of Parliament in order to hold the government to account for its actions, 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)**

At this level, there will be a more limited attempt to link to other relevant areas of study.

**Level 1 (1 mark)**

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

- 10** Discuss the differences that proportional representation may make to UK general elections. *(25 marks)*

**AO1 (5 marks)**

**Level 3 (4-5 marks)**

At this level, candidates will clearly explain the nature of proportional representation and give examples of its use, eg devolved government and London mayoral system, and compare it with the 'first past the post' system. Candidates will explain how this reform might affect the voting paper and the way that the electorate might vote for more than one candidate in order of preference. Candidates will also explain the likely effects on the composition of the House of Commons and likelihood of coalition government. Candidates may also note the different forms of proportional representation that could be utilised.

**Level 2 (2-3 marks)**

At this level, responses will show more limited understanding of electoral reform and proportional representation. This may include only one aspect in detail or may include a wider range of aspects but without depth of discussion. Candidates referring solely to AV will receive limited credit.

**Level 1 (1 mark)**

Lower level responses will show a more limited knowledge and understanding of electoral reform and proportional representation.

**AO2 (8 marks)**

**Level 3 (6-8 marks)**

At this level, the nature of electoral reform and proportional representation will be clearly evaluated and likely differences in election outcomes will be explored.

Candidates will explain why some major parties favour the 'first past the post' system which usually creates a clear majority for a mandate to govern. They will evaluate the 'first past the post' system and consider whether it is unfair and potentially undemocratic. Candidates will evaluate forms of PR which possibly more clearly represent the wishes of the voters as expressed at the ballot box and which might enable minority parties to end up with a much fairer presentation; it might also give more opportunity for independent candidates and more choice for voters. A more pluralist outcome to an election being a more likely result using some forms of PR should be noted by candidates. Candidates should discuss the fears of a hung parliament under PR and the likelihood of a coalition government, which may also be a result with the 'first past the post' system.

Candidates should reach a sound evaluative conclusion based on the evidence adduced in their answer.

**Level 2 (3-5 marks)**

At this level, responses will show a more limited understanding of the possible outcomes of proportional representation. This may include only one aspect in detail or may include a wider range of aspects but without any depth of discussion. Answers will only consider a limited range of possible outcomes.

**Level 1 (1-2 marks)**

At this level, answers will have a limited range of possible outcomes with basic development and evaluation.

**AO3 (4 marks)**

**Level 3 (3-4 marks)**

At this level, answers should show a clear structure which is logical and which uses appropriate terminology relating to elections. Candidates may draw upon their own observations.

**Level 2 (2 marks)**

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

**Level 1 (1 mark)**

At this level, answers will show a basic ability to use terminology and will have a basic structure.

**AO4 (8 marks)**

**Level 3 (6-8 marks)**

Candidates will draw upon the concepts of electoral reform 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)**

At this level, answers will show a greater ability to link the process of electoral reform to aspects of UK citizenship.

**Level 1 (1-2 marks)**

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

**OR**

**11** Examine the current role of the UK as a member of any **one key** international organisation. (15 marks)

**AO1 (4 marks)**

**Level 3 (3-4 marks)**

At this level, answers will show an excellent understanding of the chosen key international organisation and the UK's role as a member of that organisation. International organisations may include:

EU  
NATO  
United Nations  
G8

**Note:**

1. Answers which include a non-key organisation, eg League of Nations, cannot attain a Level 3 mark
2. Answers which do not include the UK's role in the organisation cannot achieve a Level 3 mark.

**Level 2 (2 marks)**

At this level, answers will show a good understanding of the organisation and the UK's role as outlined above, but will be in less depth or cover a more limited range. Answers may focus solely upon the international organisations and omit the UK's role.

**Level 1 (1 mark)**

At this level, responses will show a limited understanding of the role of the UK and the international organisation with some basic points, or only focus on one aspect in a basic way.

**AO2 (6 marks)**

**Level 3 (5-6 marks)**

At this level, answers will focus on both the role of the UK and the aims of the international organisation, comment on the successes and failures of the UK in respect of its role in the organisation and give examples. Answers will develop the material in AO1, and comment on the purpose of the UK's membership of the organisation and the importance of its role therein.

**Level 2 (3-4 marks)**

At this level, answers will begin to 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)**

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

**AO3 (2 marks)**

**Levels 2 and 3 (2 marks)**

The response should show a clear structure which is logical and which uses terminology relating to the roles of the UK as a member of an international organisation. In evaluation, candidates may draw on specific examples to illustrate their answer, and on their own observations.

**Level 1 (1 mark)**

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

**AO4 (3 marks)**

**Level 3 (3 marks)**

Candidates will draw upon the concepts of the UK's role as a member of an international organisation 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 areas 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)**

At this level, there will be a more limited attempt to link to other relevant areas of study.

**Level 1 (1 mark)**

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

- 12** 'Many British citizens show a lack of involvement in the political process.' Comment on how this issue might be addressed. *(25 marks)*

### **AO1 (5 marks)**

#### **Level 3 (4-5 marks)**

At this level, answers should clearly consider the following issues:

- percentage of population voting in local and general elections
- disillusion with politicians and the political process
- voting age
- percentage of population with membership of a political party
- voter apathy
- media influence
- lack of understanding with regard to both the local and national political process.

#### **Note:**

Other relevant issues raised may be credited and it is not necessary to include all the above points in order to merit level 3.

#### **Level 2 (2-3 marks)**

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.

#### **Level 1 (1 mark)**

At this level, responses will show a more limited knowledge and understanding of the reasons for a citizen's lack of involvement in the political process.

### **AO2 (8 marks)**

#### **Level 3 (6-8 marks)**

At this level, answers should fully consider ways in which citizens' lack of involvement in the political process may be addressed, such as:

- televised forums with party leaders with the opportunity for putting questions from the public
- education regarding the political process in schools, colleges, universities and via the media
- penalties or rewards for voting in local and national elections
- referenda on important political issues, cf Switzerland
- electoral reform.

Analysis and evaluation of these or other methods should be addressed in the response.

#### **Note:**

This question is widely drawn and does not have a specific correct response. It is open to candidates' interpretation and ideas which should be credited accordingly.

**Level 2 (3-5 marks)**

At this level, answers will begin to show a more developed response either through in-depth analysis of a more limited range of examples or a more limited depth but with a greater range.

**Level 1 (1-2 marks)**

At this level, answers will have a limited range of examples with limited development and analysis.

**AO3 (4 marks)**

**Level 3 (3-4 marks)**

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

**Level 2 (2 marks)**

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

**Level 1 (1 mark)**

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

**AO4 (8 marks)**

**Level 3 (6-8 marks)**

Candidates will draw upon the concepts of political involvement by the lay voter 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)**

At this level, answers will show a good ability to link the problems of citizens' lack of involvement in the political process with other relevant areas of the specification.

**Level 1 (1-2 marks)**

At this level, answers will show a limited ability to use knowledge and ideas from other relevant areas, such as a brief example linking to another area in the specification.

**ASSESSMENT OBJECTIVE GRID**

| <b>A2<br/>Assessment<br/>Objective</b> | <b>Section A</b>                                                                                 |                                                                                                   | <b>Section B</b>                                                                                 |                                                                                                   | <b>Total Marks<br/>by<br/>Assessment<br/>Objective</b> |
|----------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------|
|                                        | <b>Marks<br/>allocated by<br/>Assessment<br/>Objective<br/>(odd-<br/>numbered<br/>questions)</b> | <b>Marks<br/>allocated by<br/>Assessment<br/>Objective<br/>(even-<br/>numbered<br/>questions)</b> | <b>Marks<br/>allocated by<br/>Assessment<br/>Objective<br/>(odd-<br/>numbered<br/>questions)</b> | <b>Marks<br/>allocated by<br/>Assessment<br/>Objective<br/>(even-<br/>numbered<br/>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>                                              |

**Converting Marks into UMS marks**

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

**UMS conversion calculator** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)