



**General Certificate of Education
June 2013**

Citizenship Studies

CIST1

Unit 1 Identity, Rights and Responsibilities

Final

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 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.

Further copies of this Mark Scheme are available to download from the AQA Website:
www.aqa.org.uk

Copyright © 2013 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334). Registered address: AQA, Deva Street, Manchester M15 6EX.

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.

Total for this section: 30 marks

Section A – Identity

0	1
----------	----------

 What is meant by the term *racism*? (5 marks)

AO1

Level 3 (4-5 marks) *Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.*

Response fully covers the meaning of racism, namely prejudice or discrimination based on (supposed) racial differences, including skin colour. This definition includes ethnic or cultural differences as well. Examples may include specific examples of racism, e.g. racial chanting at football matches, the murder of Stephen Lawrence, anti-semitism, Islamophobia, etc.

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

Answers will demonstrate less comprehensive understanding of the term racism, perhaps lacking examples or range.

Level 1 (1 mark) *Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*

Answers will demonstrate only basic understanding of the term racism.

(0 marks) *No relevant response.*

0	2
---	---

Examine some of the advantages of living in a multicultural society. (10 marks)

AO1

Level 3 (3-4 marks) *Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.*

Students may be expected to show knowledge of multiculturalism and multicultural society. Multiculturalism is a set of ideas and a policy which recognises, celebrates and promotes the diversity of cultures, an idea and policy that acknowledges the positive aspects of diversity. Examples of multiculturalism may include, but are not limited to, the UK being a multiracial society, the promotion of faith schools, anti-discrimination laws, celebration of other cultures, etc. A multicultural society is one that promotes multiculturalism and can include multi-ethnic society.

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

Answers demonstrate less accurate knowledge of multiculturalism. Perhaps one or two examples mentioned. Any conflation of multiculturalism to immigration will be limited to this level, though reward can be given for saying that multiculturalism has been brought about by immigration.

Level 1 (1 mark) *Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*

Limited knowledge of the advantages of multiculturalism.

(0 marks) *No relevant response.*

AO2

Level 3 (3 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.*

Answers will show some of the advantages of living in a multicultural society (based on an accurate definition of the term), including the suggestion that the variety enriches everyone in society, that it breeds tolerance and understanding of others in society, it attempts to bring harmony to a multiracial society, it educates us all about the world and others, it helps us understand others and ourselves in society, it encourages cooperation, a variety of cuisine and other cultural experiences that can enrich society, etc. There is no need for counter-arguments.

Level 2 (2 marks) *The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*

Answers at this level will contain evaluation and analysis of the advantages of living in a multicultural society, but this will be more limited.

Level 1 (1 mark) *The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.*

Answers will contain very limited explanations of the advantages of living in a multicultural society.

(0 marks) *No relevant response.*

AO3

Level 3 (3 marks) *A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the student's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.*

Reward may be given for personal experience and reflections on living in a multicultural society.

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 an ability to discuss a wide range of key elements relating to citizenship participation. There may be occasional errors of spelling, punctuation and grammar.*

Level 1 (1 mark) *There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

(0 marks) *No relevant response.*

EITHER

0 3 Why is equality in society so difficult to accomplish? (15 marks)

AO1

Level 3 (5-6 marks) *Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.*

Answers demonstrate a good understanding of equality as a state of being equal, of having the same rights, responsibilities, opportunities irrespective of any factors such as gender, ethnicity, age, religion, sexuality, wealth, etc. Reference to equality legislation, policies and initiatives may also be rewarded.

Level 2 (3-4 marks) *Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.*

Answers will contain less extensive knowledge of equality and may not have the range of factors.

Level 1 (1-2 marks) *Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*

Responses will contain very limited knowledge of equality.

(0 marks) *No relevant response.*

AO2

Level 3 (4-5 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.*

Answers will examine the issue of equality and why it is so difficult to achieve. Arguments may include assertions, such as people are not equal and therefore equality cannot be achieved, there are physical differences between men and women for example, there may be argued to be differences based on intelligence, physical attributes such as height or strength, making equality difficult or impossible to achieve. Equality may be undesirable, there may be a natural order, inequality encourages competition which is in itself supposedly good. Inequality has been deep within culture for many generations so is difficult to overcome, cultural attitudes take many years to change. Policy change and legislation are not the right way to bring about equality. People deserve what they get, therefore inequality is their own fault. Students who challenge the question may be rewarded.

Level 2 (2-3 marks) *The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*

Answers are likely to show less depth of analysis, be more unbalanced or not have the range of arguments.

Level 1 (1 mark) *The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.*

Little evidence of analysis and evaluation of the problems of achieving equality.

(0 marks) *No relevant response.*

AO3

Level 3 (3-4 marks) *A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the student's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.*

Reward can be given for personal experience and reflections on equality in society.

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 an ability to discuss a wide range of key elements relating to citizenship participation. There may be occasional errors of spelling, punctuation and grammar.*

Level 1 (1 mark) *There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive.*

(0 marks) *No relevant response.*

OR

0 4 Assess the view that it should be harder to become a UK citizen. (15 marks)

AO1

Level 3 (5-6 marks) *Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.*

Answers demonstrate a good understanding of citizenship in the UK and how it can be achieved. Citizenship is a legal designation allowing citizens the right to live and work in the UK. It also allows for other rights and responsibilities, such as the right to vote and the responsibility to do jury service. UK citizenship can be based on a number of factors including place of birth, parentage, naturalisation, marriage, etc. Knowledge of citizenship tests will be rewarded. Knowledge of push and pull factors, such as rich economy, good job prospects, etc, will also be rewarded.

Level 2 (3-4 marks) *Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.*

Answers will contain less extensive knowledge of citizenship in the UK and the arguments surrounding its availability.

Level 1 (1-2 marks) *Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*

Responses will contain very limited knowledge of citizenship in the UK and the arguments surrounding its availability.

(0 marks) *No relevant response.*

AO2

Level 3 (4-5 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.*

Answers will examine and evaluate the reasons why citizenship should be harder to achieve. Arguments that UK citizenship should be made harder may include that the UK is overcrowded, that the culture is changing, that immigration arguably leads to lower wages and higher unemployment, etc. Counter-arguments may focus on the rights of individuals to UK citizenship based on marriage or residence, the benefits that migrants bring to the UK in terms of the economy, culture, work ethic, etc. Reward may also be given for challenging the nature of British citizenship as opposed to UK citizenship (e.g. Northern Ireland is in the UK but not Great Britain).

Level 2 (2-3 marks) *The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*

Answers are likely to show less depth of analysis, be more unbalanced or not have the range of arguments.

Level 1 (1 mark) *The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.*

Little evidence of analysis and evaluation of citizenship in the UK is likely to be seen.

(0 marks) *No relevant response.*

A03

Level 3 (3-4 marks) *A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the student's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.*

Reward may be given for personal experience and reflections.

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 an ability to discuss a wide range of key elements relating to citizenship participation. There may be occasional errors of spelling, punctuation and grammar.*

Level 1 (1 mark) *There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive.*

(0 mark) *No relevant response.*

Section B Rights and responsibilities

0 5

What is meant by *civil law*?

(5 marks)

AO1

- Level 3 (4-5 marks) *Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.*
- Response that fully explains *civil law* in detail, namely law that deals with the private relations of the citizens, with disputes between them, and can be distinguished from criminal or military law. Civil law can also be referred to as private law as opposed to public law. Examples of civil law may include examples of torts, family law, contract law, etc.
- Level 2 (2-3 marks) *Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.*
- Answers will demonstrate less comprehensive understanding of civil law, perhaps lacking examples.
- Level 1 (1 mark) *Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*
- Answers will demonstrate only basic understanding of the term civil law.
- (0 marks) *No relevant response.*

0 6

Explain the role of the Supreme Court of the United Kingdom.

(10 marks)

AO1

Level 3 (3-4 marks) *Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.*

The Supreme Court is the final court of appeal for civil cases in the UK; it is the highest court of appeal for criminal cases in England, Wales and Northern Ireland; and it hears cases of constitutional and public importance. Students may also be rewarded for knowledge that it replaced the judicial function of the House of Lords. Knowledge of composition and appointment is also relevant. Appropriate court cases will be rewarded. Answers that bring in the context of the European Court of Justice and the European Court of Human Rights will also be rewarded.

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

Answers will demonstrate less accurate knowledge of the role of the Supreme Court.

Level 1 (1 mark) *Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*

Answers will demonstrate limited knowledge of the role of the Supreme Court.

(0 marks) *No relevant response.*

AO2

Level 3 (3 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.*

Answers may explain the notion of a court hierarchy, precedence, the notion of being the final court of appeal, and the court's relationship with European courts. Students will be rewarded for explanation of separation of powers, judicial neutrality and independence.

Level 2 (2 marks) *The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*

Answers will contain more limited explanation of the role of the Supreme Court, perhaps focussing on it being the highest court.

Level 1 (1 mark) *The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.*

Answers will contain very limited explanation of the role of the Supreme Court.

(0 marks) *No relevant response.*

AO3

Level 3 (3 marks) *A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the student's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.*

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 an ability to discuss a wide range of key elements relating to citizenship participation. There may be occasional errors of spelling, punctuation and grammar.*

Level 1 (1 mark) *There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

(0 marks) *No relevant response.*

EITHER

0	7
---	---

'Criminals and terrorists should lose their human rights.' Assess this view.

(15 marks)

AO1

Level 3 (5-6 marks) *Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.*

Answers demonstrate a good understanding of human rights and their universal nature. Human rights are entitlements conferred on all humans by nature of their humanity that are meant to protect them from abuse. Human rights come in many forms and in many documents, but can be said to include the right to life, the right to be free from slavery, free speech, etc. Knowledge of the debate regarding criminals and terrorists losing rights will be rewarded. Criminals and terrorists are likely to lose the right to liberty and other rights.

Level 2 (3-4 marks) *Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.*

Answers will contain less extensive knowledge of human rights and their nature.

Level 1 (1-2 marks) *Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*

Responses will contain very limited knowledge of human rights and their nature.

(0 marks) *No relevant response.*

AO2

Level 3 (4-5 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.*

Answers will assess the arguments over whether criminals and terrorists should have human rights. Students may argue that a right is an inherent entitlement that may not be taken away, that it is inalienable, that criminals and terrorists are still human, that keeping rights shows a civilised society. Arguments for criminals and terrorists not having rights include that they lose their humanity by committing (heinous) crimes, by not carrying out responsibilities they should lose rights, etc. Examples of arguments might be that of the 'ticking bomb' scenario where some may argue that torture is

permitted to get information to avoid an atrocity. Balance is expected for answers in this level.

Level 2 (2-3 marks) *The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*

Answers are likely to show less depth of analysis, be more unbalanced or not have the range of arguments. Answers are not likely to deal with specific rights.

Level 1 (1 mark) *The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.*

Little evidence of analysis and evaluation of UK citizens' rights is likely to be seen.

(0 marks) *No relevant response.*

AO3

Level 3 (3-4 marks) *A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the student's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.*

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 an ability to discuss a wide range of key elements relating to citizenship participation. There may be occasional errors of spelling, punctuation and grammar.*

Level 1 (1 mark) *There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive.*

(0 marks) *No relevant response.*

OR

0 8 'Rights are now adequately protected in the UK.' Discuss. (15 marks)

AO1

Level 3 (5-6 marks) *Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.*

Answers will demonstrate knowledge of rights and their protection in the UK. Students may identify any number of rights to discuss including human rights, social rights, legal rights, political rights, consumer rights, etc. Knowledge of the way they can be protected may also be shown, such as through Parliament, legislation (Human Rights Act, Equality Act, Data Protection Act, etc.), public bodies such as the Equality and Human Rights Commission, the courts (UK and European), the media, pressure groups and popular campaigns, etc. Reward will be given for understanding of the importance of parliamentary sovereignty and the inability to entrench rights.

Level 2 (3-4 marks) *Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.*

Answers will contain less extensive knowledge of rights and their protection in the UK.

Level 1 (1-2 marks) *Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*

Responses will contain very limited knowledge of rights protection in the UK.

(0 marks) *No relevant response.*

AO2

Level 3 (4-5 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.*

Answers will assess arguments over whether rights are adequately protected in the UK. Students could argue that rights are adequately protected by the plethora of policies, legislation, public bodies and campaigns that seek to defend our various rights. However, students may argue that our rights are not adequately protected. Human rights breaches are still being brought before the courts without action being taken (prisoners' voting rights), the

police have been accused of breaching rights (Ian Tomlinson and Mark Duggan), there are miscarriages of justice, legal aid is being reduced, Christians feel they do not have equal rights, as do some minority groups, firms treat customers badly, for example by breaching consumer rights, the right to privacy from press intrusion has been a subject of fierce debate, etc.

Level 2 (2-3 marks) *The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.*

Answers are likely to show less depth of analysis, be more unbalanced or not have the range of arguments.

Level 1 (1 mark) *The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.*

Little evidence of analysis and evaluation of the adequacy of rights protection in the UK.

(0 marks) *No relevant response.*

AO3

Level 3 (3-4 marks) *A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the student's own experiences in relation to citizenship participation.*

Reward may be given for personal experience and reflections.

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 an ability to discuss a wide range of key elements relating to citizenship participation. There may be occasional errors of spelling, punctuation and grammar.*

Level 1 (1 mark) *There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive.*

(0 marks) *No relevant response.*

ASSESSMENT OBJECTIVE GRID

	Section A			Section B			
Assessment Objective	Marks allocated by Assessment Objective Question 01	Marks allocated by Assessment Objective Question 02	Marks allocated by Assessment Objective Questions 03 and 04	Marks allocated by Assessment Objective Question 05	Marks allocated by Assessment Objective Question 06	Marks allocated by Assessment Objective Question 07 and 08	Total Marks by Assessment Objective
AO1	5	4	6	5	4	6	30
AO2	0	3	5	0	3	5	16
AO3	0	3	4	0	3	4	14
Total	5	10	15	5	10	15	60