



**General Certificate of Education
June 2011**

Citizenship Studies

CIST2

**Unit 2 Democracy, Active Citizenship and
Participation**

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.

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GCE CITIZENSHIP STUDIES Unit 2
GENERIC MARK SCHEME for Question

0	1
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Level	Assessment Objective AO1 Knowledge and Understanding
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.
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.
Level 1	(1 mark) Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Candidates may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.
	(0 marks) No relevant response.

GENERIC MARK SCHEME for Question

0	2
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Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action
3	<p>(3–4 marks)</p> <p>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.</p>	<p>(3 marks)</p> <p>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.</p>	<p>(3 marks)</p> <p>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 candidate's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.</p>
2	<p>(2 marks)</p> <p>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.</p>	<p>(2 marks)</p> <p>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.</p>	<p>(2 marks)</p> <p>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.</p>

Question

0	2
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 continued

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action
1	(1 mark) Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Candidates may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.	(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.	(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.	(0 marks) No relevant response.	(0 marks) No relevant response.

GENERIC MARK SCHEME for Questions

0	3
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 and

0	4
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Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action
3	<p>(5–6 marks)</p> <p>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.</p>	<p>(4–5 marks)</p> <p>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.</p>	<p>(3–4 marks)</p> <p>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 candidate's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.</p>
2	<p>(3–4 marks)</p> <p>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.</p>	<p>(2–3 marks)</p> <p>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.</p>	<p>(2 marks)</p> <p>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.</p>

Questions

0	3
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 and

0	4
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 continued

1	<p>(1–2 marks) Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Candidates may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.</p>	<p>(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.</p>	<p>(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.</p>
	<p>(0 marks) No relevant response.</p>	<p>(0 marks) No relevant response.</p>	<p>(0 marks) No relevant response.</p>

GENERIC MARK SCHEME for Question

0	5
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Level	AO3 Communication and Action
3	<p>(4-5 marks)</p> <p>A range of relevant evidence is selected and organised which forms the basis of the arguments being presented.</p> <p>Arguments are clear and logical and the response uses appropriate citizenship terminology.</p> <p>Where appropriate, the response recognises and draws upon the candidate's own experiences in relation to citizenship participation.</p> <p>The response should be legible with few, if any, errors of spelling, punctuation and grammar.</p>
2	<p>(2-3 marks)</p> <p>A range of information is selected and organised, from which arguments are developed.</p> <p>The response makes good use of appropriate citizenship terminology.</p> <p>Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation.</p> <p>The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</p>
1	<p>(1 mark)</p> <p>There is little or no attempt to select and organise information and construct arguments.</p> <p>The response makes limited use of appropriate citizenship terminology.</p> <p>Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation.</p> <p>Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p>
	<p>(0 marks)</p> <p>No relevant response.</p>

GENERIC MARK SCHEME for Questions

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and

0	7
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Level	AO2 Analysis and Evaluation	AO3 Communication and Action
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.	(9–12 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 candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.
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.	(5–8 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. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.
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.	(1–4 marks) 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.	(0 marks) No relevant response.

GENERIC MARK SCHEME for Question 08 .

Level	AO3 Communication and Action
3	<p>(17–25 marks)</p> <p>A range of relevant evidence is selected and organised which forms the basis of the arguments being presented.</p> <p>Arguments are clear and logical and the response uses appropriate citizenship terminology.</p> <p>Where appropriate, the response recognises and draws upon the candidate's own experiences in relation to citizenship participation.</p> <p>The response should be legible with few, if any, errors of spelling, punctuation and grammar.</p>
2	<p>(9–16 marks)</p> <p>A range of information is selected and organised, from which arguments are developed.</p> <p>The response makes good use of appropriate citizenship terminology.</p> <p>Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation.</p> <p>The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</p>
1	<p>(1–8 marks)</p> <p>There is little or no attempt to select and organise information and construct arguments.</p> <p>The response makes limited use of appropriate citizenship terminology.</p> <p>Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation.</p> <p>Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p>
	<p>(0 marks)</p> <p>No relevant response.</p>

The following indicative content is to be used in conjunction with the generic mark bands. In addition to the indicative content detailed here, all relevant responses will be given credit.

Section A – Making a Difference

- 0 1** Briefly explain how a government is formed in the UK after a general election. Refer to the table in your answer. (5 marks)

AO1

- Level 3 (4-5 marks) The account identifies that governments are formed in the UK on the basis of a party or parties being able to command the votes of a majority of elected MPs. Normally in the UK, a single party forms the government having won a majority of the seats at a general election, eg 2001, 2005. It is possible for a government to be formed that does not command a majority of the seats in the House of Commons (this is called a minority government). In 2010, no single party had a majority of the seats. Two parties, the Conservatives and Liberal Democrats, agreed to work together to form a government. This type of government is called a coalition. It can survive as long as all the other parties do not vote against it on a major issue. If this happens, another minority government may be formed or a new general election will be called. The monarch is responsible for calling upon the Leader of the majority party to form a government.
- Level 2 (2-3 marks) A limited account that relates to one element of forming a government in the UK.
- Level 1 (1 mark) Only one or two partial elements relating to government formation are identified. Limited attempt to present a context to the information provided in the answer.

- 0 2** Examine the claim that we need to change the way in which we elect MPs in the UK. (10 marks)

AO1

- Level 3 (3-4 marks) The account will outline a clear understanding of the electoral system and assess the claim that we need to change the way we elect MPs. Reference may be made to the information contained in the source. The response may also make reference to the referendum on the Alternative Vote held in May 2011. Points made may relate to the ways in which governments are formed, the relationship to the votes cast for a party and the number of MPs elected. The account may discuss other systems used for elections in the UK, from STV to Regional Lists, MMP and the Supplementary Vote. Candidates may also validly present a case that no change is required and provide evidence about the benefits of the existing system.
- Level 2 (2 marks) A partial account that shows some knowledge and understanding of how MPs are elected in the UK and which gives several reasons why people want or do not want to change the system.

Level 1	(1 mark)	A limited understanding shown of either how MPs are elected or the reasons some people give as to why the system should change or be maintained. A very limited range of examples will be outlined to support being made.
AO2		
Level 3	(3 marks)	The account will clearly indicate an understanding of the concept of democracy and may draw upon examples of other electoral systems. Concepts like votes being of equal worth and the nature of proportional systems may be outlined. The account may indicate how changing the system of election could impact upon UK politics. A case may be presented to retain or change the existing system.
Level 2	(2 marks)	An account that indicates some understanding of the core concepts and issues involved. A limited number of supportive examples will be used to explain partially the points being made. Limited analysis shown of the evidence presented.
Level 1	(1 mark)	Limited understanding shown of the key issues and concepts. Limited range of examples used which are not fully integrated into the response.
AO3		
Level 3	(3 marks)	The response may relate to activities which the candidate has been involved with at a school/community level, ie. in regard to the electoral process. The account will make good use of citizenship terminology associated with the topic. The response may be linked to research that has been undertaken by the candidate as a part of their course. The points made will progress logically from the evidence presented.
Level 2	(2 marks)	The response will contain some citizenship terminology which is correctly applied. The response may refer in general terms to work or research undertaken by the candidate during the course. The account may lack a clear structure.
Level 1	(1 mark)	The account will attempt to use some citizenship language in regard to the topic. The account may lack clear evidence of the candidate's own work or activities. The structure of the response may not clearly follow or be linked to the limited range of evidence presented.

EITHER

0 3

Assess why some pressure groups in the UK are more influential than others.

(15 marks)

AO1

- Level 3 (5-6 marks) The account will indicate a wide range of knowledge regarding the nature of pressure groups within the UK. The account may attempt to define the term with the use of examples. Stronger responses will use a broader understanding of the term, explaining their definition in more detail. The account should be explained via some well-developed contemporary examples. The term 'influential' will be explained in relation to the aims of the groups outlined and the degree to which these aims are being achieved.
- Level 2 (3-4 marks) The account will be partial in regard to its coverage of the range of activities that are undertaken by pressure groups. The aims of some pressure groups will be outlined and supported with contemporary examples but the account will lack an overall coherence.
- Level 1 (1-2 marks) Limited response, indicating some knowledge of the work of pressure groups. Some examples will be used to illustrate points being made.

AO2

- Level 3 (4-5 marks) The response should arrive at a clear conclusion based upon the evidence presented. The response in dealing with the assertion of the question will use a range of examples of pressure group activity to illustrate the points being made. The response will present a range of evidence to support the views being put forward. The account will examine and explain what is meant by the term influential in relation to the work of pressure groups. It may be explained in relation to the achievement of its aims, ability to influence government and other decision makers, achieving media influence, being seen as a source of expertise by others.
- Level 2 (2-3 marks) The account will explain the nature of the term 'influence' and outline ways in which pressure groups operate. The impact of specific pressure groups may be explained. The response will contain a number of supportive examples. A limited number and range of conclusions will be drawn based upon the evidence presented.
- Level 1 (1 mark) Limited attempt to draw together the evidence in to a convincing argument. Limited attempt to draw any conclusions. Limited understanding shown of the ways in which pressure groups are said to be influential.

AO3

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|---------|-------------|---|
| Level 3 | (3-4 marks) | The account makes good use of the citizenship language associated with the topic. The points made follow a logical progression from the evidence presented. The response may also include citizenship experiences that clearly relate to the candidate and their understanding of the workings of pressure groups. |
| Level 2 | (2 marks) | The account will contain some citizenship terminology which is applied correctly. Some attempt to draw together the evidence presented to form a set of conclusions. The response may include elements that link to the candidate's own citizenship experiences in regard to the topic. |
| Level 1 | (1 mark) | The account will contain a limited number of citizenship terms which may not be developed to indicate full understanding. Limited or little attempt to draw conclusions based upon the evidence presented. The response may attempt to make a link to the candidate's own citizenship experiences in regard to the topic. |

OR

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| <div style="border: 1px solid black; padding: 2px; display: inline-block;">0 4</div> | <p>'The government should provide fewer services for its citizens.' Present a case either for or against this point of view. (15 marks)</p> |
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AO1

- | | | |
|---------|-------------|--|
| Level 3 | (5-6 marks) | The account will indicate a wide range of knowledge regarding the nature of how governments in the UK provide services for its citizens. The account may outline a wide range of services provided by the state for its citizens, eg external defence, law and order, social security, health, housing, education, care of the environment. A clear indication will be given regarding whether the response is arguing for more or fewer services to be provided in the UK. A range of contemporary examples will be included in the response. |
| Level 2 | (3-4 marks) | The account will be partial in regard to whichever position it is arguing in its coverage of the nature of some of the services currently provided by the state in the UK. The response will be linked to either supporting the case for further state provision or against further state provision. The response will contain several supportive examples but the account will lack an overall coherence. |
| Level 1 | (1-2 marks) | Limited response, indicating limited knowledge of the nature of government within the UK and the services it provides for its citizens. Some examples of government provision will be used to illustrate points being made. |

AO2

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|---------|-------------|---|
| Level 3 | (4-5 marks) | The account will reach clear conclusions based upon the evidence presented. The account will clearly indicate an understanding of the nature of the range of services currently provided by the state. The response will clearly indicate which point of view it is advocating. A range of political terminologies may be included in the response. The response may make reference to terms like liberal democracy, welfare provision, Thatcherism, the new right, market forces, stakeholder, 'a hand up not a hand out'. The response will clearly revolve around the concepts of individual and collective responsibility. The response will make reference to a range of contemporary examples to support the points being made. Reference may be made to the concept of 'The Big Society', which has emerged since the 2010 General Election. |
| Level 2 | (2-3 marks) | The account will explain the nature of some of the services provided by the UK government for its citizens. Some attempt to explain the underlying political concepts relating to either point of view. The response will contain some illustrative examples of the points being made. A limited number of conclusions will be drawn based upon the evidence and the point of view being advocated. |
| Level 1 | (1 mark) | Limited attempt to draw together the evidence to form a convincing argument. Limited attempt to draw any conclusions. Limited understanding shown of the key elements of the question, regarding the nature of the services provided by the UK government for its citizens. |

AO3

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|---------|-------------|--|
| Level 3 | (3-4 marks) | The account makes good use of the citizenship language associated with the topic. The points made follow a logical progression from the evidence put forward. The response may also relate to active citizenship experiences that have involved the candidate during their course. |
| Level 2 | (2 marks) | The account will contain some citizenship terminology which is applied correctly. There may be some reference to the candidate's own experiences. |
| Level 1 | (1 mark) | The account will contain a limited number of citizenship terms which may not be developed to indicate full understanding. The response may draw upon the candidate's experiences during the course. |

Section B

0 5

Outline briefly how you would undertake research into a citizenship topic, in preparation for giving a talk to Year 8 students. *(5 marks)*

AO3

- Level 3 (4-5 marks) The response clearly identifies a range of ways in which the candidate would undertake research into a topic to present to Year 8 students. The range of methods might include initial text book research, internet research with an indication as to the type of sites being visited, contacting various individuals or groups. The response may relate to work already undertaken by the candidate and may refer to primary research methods. There will be clear linkage between the audience and the research methods. The account makes good use of correct citizenship terms and language.
- Level 2 (2-3 marks) The response is partial and does not give a clear understanding of how the candidate would research the task. The linkage between the audience and the research methods is not well developed. There is some attempt to incorporate correct citizenship terminology. The account may only discuss one aspect of the question, ie the audience or the research methods to be used.
- Level 1 (1 mark) A general account regarding generic research methods limited linkage to a task. Limited use of citizenship terminology.

0 6

Referring to your own active citizenship work, assess how effective you have been in persuading others of your point of view. *(15 marks)*

AO2

- Level 3 (3 marks) The response will give a clear understanding of the phrase 'persuading others'. The account will clearly indicate that the candidate has undertaken tasks which involved the him/her in persuading others. The examples used by the candidate will be well developed and indicate clearly the nature of the persuasion undertaken. The examples will clearly indicate how the candidate's action could have 'made a difference', ie the effectiveness of the advocacy will be outlined in relation to the nature of the task, or how it has failed to do so. The response may contain a range of examples of the candidate's activities or develop in depth a case in regard to one task.
- Level 2 (2 marks) The account will make reference to tasks undertaken by the candidate. An understanding of the nature of the candidate's persuasion will be shown through the examples used in the response. The account will not always establish clear linkage between the examples used and the concept of advocacy.
- Level 1 (1 mark) The account will outline citizenship tasks in which the candidate has been involved. There may be some limited attempt to outline why they might have been involved in persuading others.

AO3

Level 3	(9-12 marks)	The response will clearly relate to persuasion/advocacy tasks in a citizenship context that have involved the candidate. The account will give a clear understanding as to why the tasks were considered to involve persuasion/advocacy. The account can recount in depth a single task or cover a range of tasks undertaken by the candidate. The account will give a clear vision of how the candidate has been involved in persuading/advocating a specific point of view. The nature of the effectiveness of the candidates' advocacy will be discussed and conclusions drawn. The response will incorporate a wide range of citizenship terms and the account will make good use of them.
Level 2	(5-8 marks)	The account will outline citizenship tasks in which the candidate has been involved. There will be some limited attempt to outline why they might be considered to be examples of persuasion/advocacy.
Level 1	(1-4 marks)	Limited use of correct citizenship terminology. A limited range of evidence may be presented about the nature of any persuasion/advocacy undertaken. Limited attempt to marshal the evidence into a clear case that advocacy has been undertaken.

0 7

'The media has too much influence over our political system.' Assess this claim.
(15 marks)

AO2

Level 3	(3 marks)	Using a wide range of examples of differing forms of media, the account will be clearly related to the influence of the media upon the political system. The account should draw upon several contemporary examples to develop the points being made. Whilst the question implies the relationship of the media to 'national politics', some responses may refer to specific regional or local events. The response may differentiate between the role of differing media outlets as to their ability to promote or seek to influence, eg the role of the BBC and ITV regarding their legal status, also the differing roles of broadcast media v press media. The account should discuss the influence of the media via its immediacy, accessibility and size of audience, as well as issues like the inability of those commented upon to react in a similar way. The impact of the media will be discussed in relation to its impact upon public perception and voter intentions. Recent examples like the role of the Daily Telegraph in regard to parliamentary allowances and the impact of the News International Group in relation to the Euro and the EU may be mentioned. A clear conclusion will be reached based upon the evidence presented.
Level 2	(2 marks)	The account will incorporate references to a number of examples of media and their influence in relation to the political process. The evidence presented will be drawn together to form a

conclusion.

Level 1 (1 mark) Limited and generalised account of different types of the media. Limited reference to the impact of the media. Limited attempt to draw the point together into a clear conclusion. Limited use of examples to support the points being made.

AO3

Level 3 (9-12 marks) The account will make good use of citizenship language and terminology in relation to the topic. The account may relate to work undertaken or studied by the candidate as a part of an active citizenship task. The account will include a commentary on a range of differing media formats and may include reference to the increasing role of e-media and citizen forums via the internet, eg Twitter. The account should indicate the nature of the media's impact on the political process.

Level 2 (5-8 marks) The account will use correct citizenship terminology and may contain examples from the candidate's own studies as well as his/her understanding of the nature of media influence. A limited range of forms of the media will be discussed. The response will discuss in general terms the relationship between the media and the political process.

Level 1 (1-4 marks) Limited use made of correct citizenship terminology. A limited range of evidence and reference to the political process and the media. Limited attempt to marshal the points made into clear account regarding the impact of the media.

0 8

Critically assess the view that the individual citizen is powerless to bring about change in the UK. Use case studies to support your argument. (25 marks)

AO3

Level 3 (17-25 marks) The response will contain a high level of citizenship language and terminology. The response will make reference to a wide range of evidence to support the points being made. The case studies used in the response should be contemporary in nature. The account will contain numerous contemporary examples of how individual citizens or citizens working together in groups can bring about change. The account may make direct reference to the candidate's own involvement. The response should include reference to several case studies of citizen-led campaigns to bring about change. The examples can be examples of either successful or unsuccessful campaigning dependent upon the point of view being put forward. Candidates can either make a case that citizens are powerless or that citizens are powerful or give a balanced account with a rationale as to why some are successful and others are not. The nature of the change will be clearly identified within the examples used. Change is used as a generic phrase, not necessarily implying that the cause requires a change: it could wish to defend the status quo. All relevant points should be rewarded. Campaigns such as Jamie Oliver and the Healthy Eating issue,

Fathers 4 Justice, Countryside Alliance, Stop the War, and anti-globalisation groups may be mentioned in the context of the response to support specific points of view. The response will arrive at a conclusion based upon the evidence presented.

Responses up to the mid-point of this level will give a clearly developed case using a range of examples. Understanding of the conceptual terms will be weaker. A clear conclusion will be reached but the range of evidence presented will not be so fully examined.

Level 2 (9-16 marks)

The response will contain a good range of citizenship terms which are correctly applied. A range of examples will be incorporated into the response. The response will indicate an understanding of a variety of campaigns. The response will have a clear structure but a number of the points will not be developed. The response may discuss the candidate's own involvement. A number of contemporary case studies will be included in the response. A conclusion will be developed based upon the evidence presented.

Responses up to the mid-point of this level will demonstrate some understanding of the concepts involved. A number of case studies will be presented. The evidence will cover some points regarding campaigning. A basic conclusion will be included. Some citizenship terminology will be correctly applied.

Level 1 (1-8 marks)

The response will make use of a limited range of citizenship terminology. The account will tend to be discursive and outline ways in which people are involved in campaigning. The response may make reference to the candidate's own participation in active citizenship work. A limited range of evidence will be presented to support the case being made. Limited attempt to draw conclusions based upon the evidence presented.

Responses up to the mid-point of this range will be largely descriptive of the work of pressure groups and individuals with a limited attempt to link the evidence presented to the key elements of the question. A limited number of citizenship terms will be applied correctly.

ASSESSMENT OBJECTIVE GRID

	Section A			Section B				
A2 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	Marks allocated by Assessment Objective Question 08	Total Marks by Assessment Objective
AO1	5	4	6	0	0	0	0	15
AO2	0	3	5	0	3	3	0	14
AO3	0	3	4	5	12	12	25	61
Total	5	10	15	5	15	15	25	90

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