



**General Certificate of Education
June 2013**

Citizenship Studies

CIST3

Power and Justice

Unit 3

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, Devas 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.

SECTION A

0 1 Examine the purpose of criminal law **and** its role in society. (15 marks)

AO1

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

Students will clearly explain the purpose of criminal law and include reference to points such as :

- an expression of public morality
- maintain an orderly society, setting standards of behaviour
- to protect the citizen and property
- to prevent anarchy
- to provide a system of punishment and rehabilitation for those contravening the criminal law.

Responses will include the role of criminal law in society such as:

- road traffic law to promote road safety
- food and drink safety – Trades Description law
- protection of the environment
- safeguarding civil liberties
- regulation of tax collection and licensing
- to protect vulnerable citizens
- to deter racism.

NOTE:

1. The above are given as examples only.
2. Not all of the above are necessary for a Level 3 answer.
3. Credit other relevant material.

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

Students may refer to a narrower range of purposes of criminal law and its role in society or may include a wider range of aspects but without depth of discussion or examples. Students may only address one of the issues raised by the question.

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

		Students will show a limited understanding of the purpose and role of criminal law and may not include examples.
	(0 marks)	<i>No relevant response.</i>
AO2		
Level 3	(5-6 marks)	<i>The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.</i>
		Students will develop the explanation of the issues raised in AO1 by discussing the importance and relevance of purpose of criminal law and its role in society, explaining and commenting on the protection the law affords and whether it is adequate. Where appropriate, they will include examples and highlight problem areas such as riots and terrorism, and responses will show clear evaluation and analysis of the purpose and role of the criminal law.
Level 2	(3-4 marks)	<i>The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.</i>
		Responses will have a limited range of examples and limited development of evaluation and analysis of the purpose of criminal law and its role in society.
Level 1	(1-2 marks)	<i>The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.</i>
		Students 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 of issues relating to the purpose and role of criminal law in society.
	(0 marks)	<i>No relevant response.</i>
AO3		
Level 2 and 3	(2 marks)	<i>A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</i>
		The response should show a clear structure which is logical and which uses terminology relating to criminal law and its purpose and role in society. Students may draw upon their own observations, such as court visits.

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

There will be some basic attempts to use appropriate terminology relating to criminal law and its purpose and role in society.

(0 marks) *No relevant response.*

AO4

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

Students will draw upon the concepts of criminal law and its role and purpose in society 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.

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

There will be more limited links to other areas, or fewer examples.

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

There will be only passing reference to other areas, with little or no development or explicit links to the question.

(0 marks) *No relevant response.*

0 2

Assess the impact of the Human Rights Act 1998 on British society.

*(25 marks)***AO1**

Level 3 (4-5 marks)

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

Students will explain the Human Rights Act 1998 as incorporating the European Convention on Human Rights into domestic law. Responses will acknowledge that these rights are inalienable and that breaches of such human rights may be addressed by British courts without the need to resort to the European Court of Human Rights at Strasbourg. Students will explain the various freedoms protected by the Act, such as:

- the right to life
- freedom from torture and degrading treatment
- freedom from slavery and forced labour
- the right to liberty
- the right to a fair trial
- the right not to be punished for something that was not a crime when you did it
- the right to respect for private and family life
- freedom of thought, conscience and religion, and freedom to express your beliefs
- freedom of expression
- freedom of assembly and association
- the right to marry and to start a family
- the right not to be discriminated against in respect of these rights and freedoms
- the right to peaceful enjoyment of your property
- the right to an education
- the right to participate in free elections
- the right not to be subjected to the death penalty.

NOTE:

1. Not all of these are necessary for full marks.
2. For a Level 3 response, at least three rights must be explained in some depth, or a greater range referred to in less detail.

Level 2 (2-3 marks)

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

Responses may cover a more limited range of human rights contained in HRA1998, but at least two rights must be outlined for a Level 2 response.

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

Possibly only one human right is identified, or the explanation of more than one right is superficial.

(0 marks) *No relevant response.*

AO2

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

The response considers the impact on British law insofar as judges are obliged to interpret law in the light of HRA1998 and, although Parliamentary sovereignty is maintained, all law must comply with the Act. If a judge considers that a law is incompatible with the HRA1998, then a Declaration of Incompatibility may be made to Parliament.

Students will note that the Act applies to all public bodies and most court cases involve an infringement of the law by a public body, although the Act also applies to private citizens who may bring an action.

Responses may conclude that the HRA 1998 has made society more litigious.

Students will refer to specific examples of human rights cases under the Act such as:

- Campbell v MGN Ltd (2002) – Naomi Campbell sought successfully to assert her right to privacy under the Act.
- Venables and Thompson v News Group Newspapers (2001) – the killers of Jamie Bulger, using their right to freedom of expression, sought to protect their right to privacy, when four newspapers sought to publish their new identities. Dame Butler-Sloss granted global injunctions to preserve their anonymity.
- Moseley v News Group Newspapers Ltd (2008) – Max Moseley successfully challenged News Group when they published details of his private life.

Students will consider criticisms of HRA 1998, such as giving more power to unelected judges (for example, interpreting anti-terrorism law in favour of the suspected terrorist), or the preference for an entrenched Bill of Rights to replace the Act. Other criticisms

include the conflict between the right to privacy and freedom of expression including journalistic freedom.

Students may consider ambiguities within the Act, such as whether the right to life includes the right to die, eg Dianne Pretty case.

Students will form a conclusion regarding the impact of the Act, whether it substantially changes citizens' rights and the impact it has on the domestic law.

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

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

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

Answers will have a limited range of examples, with limited attempts at analysis.

- (0 marks) *No relevant response.*

AO3

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

Answers should show a clear structure which is logical and which uses terminology relating to the Human Rights Act 1998. Answers should examine the issues raised by the question and reach an evaluative conclusion. Students may draw upon their own observations from case studies.

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

		Answers make use of terminology relating to the Human Rights Act 1998, but the discussion on the issues raised by the question is more limited.
Level 1	(1 mark)	<i>There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i>
		Answers will show a basic structure and use of terminology and contain a basic argument, but may lack a conclusion.
	(0 marks)	<i>No relevant response.</i>
AO4		
Level 3	(6-8 marks)	<i>Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i>
		Students will draw upon the concepts of the Human Rights Act 1998. They will draw on examples from a range of citizenship sources and from other areas of the specification, and may use materials from other units.
Level 2	(3-5 marks)	<i>Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions</i>
		Responses will show an ability to link the issues surrounding the Human Rights Act 1998 to the sources outlined above.
Level 1	(1-2 marks)	<i>Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i>
		Answers will show a limited ability to use knowledge and ideas from other areas.
	(0 marks)	<i>No relevant response.</i>

OR

0 3

Explain and comment on the range of legal representation available to the defendant in a criminal trial. (15 marks)

AO1

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

Responses will explore in depth the range of legal representation available and may include information such as:

- duty solicitor both at the police station on arrest and in the Magistrates Court
- private legal representation by a solicitor of the defendant's choice
- solicitor/barrister provided by criminal legal aid service, when it is in the interests of justice for the defendant to be legally represented as a result of initially consulting a Law Centre or Citizens' Advice Bureau
- barrister appointed by a solicitor on the defendant's behalf, usually for an indictable offence heard in the Crown Court and/or on appeal
- solicitor advocate who may represent a defendant in the Crown Court and/or on appeal
- defendants may represent themselves.

NOTE:

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

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

Students will display a good knowledge and understanding of legal representation in the criminal courts and may cover one area in depth but be lacking in range, or may have a larger range but lack depth.

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

The response will be of a limited nature and may be lacking in examples.

(0 marks) *No relevant response.*

AO2

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

Students will develop the material used in AO1 and comment on the various forms of legal representation in a criminal court. They may cite problems with obtaining legal aid, including the means test and whether it is in the interests of justice (Widgery criteria) for legal aid to be granted. They may comment on the efficacy of the state both prosecuting and defending a case. Students will have an excellent understanding of the problems surrounding legal representation in the criminal courts.

Students may include reference to the quality of representation and cite differences between cases funded by legal aid and those which are privately funded. For example, they may consider that legal aid cases are taken by younger and less experienced lawyers.

Responses may have considered the difference in legal representation between the Magistrates Court and Crown Court, namely that most representation in the Magistrates Court is by solicitors, but in the Crown Court and on appeal, most representation is by barristers. They may comment on the rise of solicitor advocates.

Answers may comment on self-representation by the defendant and the wisdom of this course of action.

Students will analyse and evaluate the system of legal representation and reach a considered conclusion.

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

Responses will include consideration of the problems of obtaining legal representation in a criminal trial for a defendant, but may consider a limited range in more depth or a wider range more superficially. There will be analysis and evaluation, but the response may lack a conclusion.

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

Answers will have basic analysis and discussion.

(0 marks) *No relevant response.*

AO3

Levels 2 and 3 (2 marks)

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

The response should show a clear structure which is logical and which uses terminology appropriate to legal representation in a criminal trial.

Level 1 (1 marks)

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

There will be some basic attempts to use terminology and to structure the answer. Students will use language appropriate to legal representation in a criminal trial.

(0 marks)

No relevant response.

AO4

Level 3 (3 marks)

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

Students will draw upon the concepts of legal representation in the criminal courts for a defendant 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 consideration of materials which link to other areas of study. Students may draw on their own observations from court visits.

Level 2 (2 marks)

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

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

Level 1 (1 mark)

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

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

(0 marks)

No relevant response.

0 4

'The victims of crime are not treated as fairly as defendants.'

Critically assess this statement.

(25 marks)

AO1

Level 3 (4-5 marks)

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

Students will clearly explain the range of crimes which may be considered to have victims at the heart of the crime, such as:

- murder/manslaughter
- theft
- burglary
- forms of assault
- sexual offences, including rape
- criminal damage
- causing death by dangerous driving
- robbery
- fraud
- phone and computer hacking.

Students may explain that the state recognises victims of crime in terms of compensation and restorative justice and that there are organisations such as Victim Support which seek to assist victims of crime. The issue of screens in court to protect vulnerable victims and the giving of evidence by video link may be raised. The victim of a crime has the right to be kept up to date with progress in the case and to be told when the offender is about to be set free.

The rights of a defendant will also be explained and may include reference to legal aid to enable a solicitor or barrister to represent and defend the defendant or students may say that the defendant may represent themselves. Reference may also be made to the right to remain silent. Students may include reference to unconditional and conditional bail. A defendant has a right to an interpreter in court if s/he does not have a good enough grasp of English.

Students may refer to the human right to a fair trial and the assumption of innocence until proven guilty beyond reasonable doubt (Woolmington rule).

NOTE:

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

Level 2 (2-3 marks)

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

linkages.

Answers will show a good understanding but may consider fewer aspects or a more limited consideration of a greater range.

Level 1 (1 mark)

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

Responses will show a more limited knowledge and understanding of the rights of victims and defendants. This may include a basic understanding.

(0 marks)

No relevant response.

AO2

Level 3 (6-8 marks)

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

Students may make an argument developing the points made in AO1, arguing that victims are, or conversely are not, treated as fairly as defendants. Reference may be made to human rights legislation and Victim Support as well as restorative justice.

Students should consider both sides of the argument and reach a reasoned conclusion, using case law examples to substantiate their argument.

Responses will consider the argument for and against the statement and will reach a reasoned conclusion.

NOTE:

1. Both sides of the argument should be considered for a Level 3 response.
2. The above are given as examples only.
3. Credit other relevant material.

Level 2 (3-5 marks)

The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed

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

Level 1 (1-2 marks)

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

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

(0 marks) *No relevant response.*

AO3

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

Answers should show a clear structure which is logical and which uses terminology appropriate to a discussion of whether victims are treated as fairly as defendants.

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

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

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

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

(0 marks) *No relevant response.*

AO4

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

Students will draw upon the concepts of victims of crime and treatment of defendants and use examples from a range of citizenship sources. 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.

Level 2 (3-5 marks) *Answers demonstrate a good ability to synthesise knowledge,*

ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.

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

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

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

(0 marks) *No relevant response.*

OR

0 5

Examine the criminal appeal system **and** comment on its success in achieving justice. (15 marks)

AO1

Level 3 (3-4 marks)

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

Responses will clearly explain the procedure for criminal appeals from both the Magistrates and Crown Court.

Students will explain that appeals from the Magistrates Court will be heard in the Crown Court by a judge and possibly lay Magistrate, unless the case concerns a point of law, in which case the appeal will be referred to the Divisional Court of the Queen's Bench Division of the High Court. Appeals from the Crown Court will be referred to the Court of Appeal (Criminal Division) and heard by three Lord Justices of Appeal, or to the Divisional Court (as above) on a point of law. The final court of appeal is the Supreme Court, unless the case involves a violation of human rights, whereupon the European Court of Human Rights is the final court of appeal. Students may refer to the need to have leave to appeal to the higher appeal courts. It is necessary to make an appeal within 28 days of conviction. If the case involves European law, then the case may be appealed to the European Court of First Instance or the European Court of Justice.

Responses may include types of appeal, ie against conviction, against sentence or on a point of law. Reference may be made to the Criminal Appeals Act 1995.

Students may include that the outcome of a successful appeal may result in a reduction in sentence for an appeal against sentence or, for an appeal against conviction, the outcome may be that the conviction is quashed or a re-trial may be ordered.

Responses may consider the nature of justice and refer to legal theories.

NOTE:

Credit references to the work of the Criminal Cases Review Commission.

Level 2 (2 marks)

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

Answers will show a good knowledge and understanding, but may consider fewer aspects or a more limited consideration of a greater range of information regarding criminal appeals.

Level 1	(1 mark)	<p><i>Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.</i></p> <p>Responses will show a more limited knowledge and understanding of the criminal appeal system. This may include only one aspect of the process.</p>
	(0 marks)	<i>No relevant response.</i>
AO2		
Level 3	(5-6 marks)	<p><i>The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.</i></p> <p>Responses will comment on the appeal procedure and analyse and evaluate the system. It may include discussion on the need for leave to appeal and time restrictions on appealing a decision from a lower court.</p> <p>Students may refer to the difficulty of funding appeal cases, which may cause injustice, and may comment on the need for new evidence to appeal against conviction. They may comment on appeals arising from irregularity in the original trial procedure or if the rules of natural justice have not been followed.</p> <p>Responses may consider whether justice may be achieved through the appeal system, eg what may be justice for an offender may not be so for the victim of crime.</p>
Level 2	(3-4 marks)	<p><i>The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.</i></p> <p>Answers will be developed either through an in-depth analysis of a more limited range, or a response of limited depth but with greater range. There may be fewer examples.</p>
Level 1	(1-2 marks)	<p><i>The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.</i></p> <p>Answers will show a more basic response, lacking in analysis, and may have no examples.</p>
	(0 marks)	<i>No relevant response.</i>

AO3

Level 2 (2 marks)
and 3

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

The response should show a clear structure which is logical and which uses terminology appropriate to the criminal appeal process.

Level 1 (1 mark)

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

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

(0 marks)

No relevant response.

AO4

Level 3 (3 marks)

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

Students will draw upon the concepts of the criminal appeal system and achieving justice, and will use examples from a range of citizenship sources. Here, students should use material and ideas from other areas of study.

Level 2 (2 marks)

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

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

Level 1 (1 mark)

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

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

(0 marks)

No relevant response.

0 6

'A jury is no longer necessary in a criminal trial, due to advances in science and technology.' Critically evaluate this statement. (25 marks)

AO1

- Level 3 (4-5 marks)** *Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples are used to relate and interconnect knowledge and understanding to citizenship issues.*
- Students will clearly explain the function of the jury in a criminal trial, namely to listen to the evidence given at the trial and to make, if possible, a unanimous decision as to whether the accused person is guilty or not guilty of the alleged crime. This decision will then be made known in open court by the foreperson of the jury.
- Responses will include reference to forensic evidence such as DNA testing, fingerprints, criminal profiling, and technology such as computer records, phone hacking, smart watermarking.
- Students may refer to the jury representing society and the peers of the accused person, and that it is not therefore an authority figure or solely scientific evidence which judge the guilt or innocence of an accused citizen. Juries act as a collective conscience of the community.
- Reference may be made to trials without a jury such as Diplock courts or serious fraud trials.
- Level 2 (2-3 marks)** *Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.*
- Students will show a good knowledge of the use of the jury system in a criminal trial and reliance on scientific and technological evidence, but may consider fewer aspects or a greater range in a more limited way.
- Level 1 (1 mark)** *Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.*
- Responses will show a more limited knowledge of the function of the jury but may consider fewer aspects or a more limited consideration of a greater range.
- (0 marks)** *No relevant response.*

AO2

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

Responses will develop the information given in AO1 and consider arguments as to why a jury is necessary in a criminal trial despite reliable scientific and technological evidence. Answers may refer to the essence of the use of the jury (as set out in the Magna Carta 1215) as being a trial by peers. They may consider the question of twelve heads being better than one and that not only is justice done, but is seen to be done: a fair verdict should be reached by an unbiased random selection of the public.

They may also consider evidence that is unreliable, despite its scientific nature and may cite cases such as Barry George (Jill Dando murder). They may raise the issue of contamination of forensic evidence, such as that raised in the Stephen Lawrence case.

Responses may also make an argument for dispensing with a jury when there is indisputable scientific and/or technological evidence against a defendant. Students may refer to the problem of jurors searching the internet with reference to the defendant or witnesses, eg Theodora Dallas, a juror who checked the defendant on the internet and informed other jurors of previous charges against him: she was prosecuted for contempt of court.

Reference may be made to jurors failing to understand scientific or technological evidence and the effect that this may have on a criminal trial.

Students will reach a considered conclusion having analysed the need for a jury, using examples from real and/or hypothetical cases.

NOTE:

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

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

Responses will show a more limited knowledge of the function and necessity of the jury but may consider fewer aspects, or may show a more limited consideration of a greater range. Only one side of the argument may be explored and a conclusion may be lacking.

Level 1	(1-2 marks)	<i>The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.</i>
		Answers will have a limited range of examples and show a more basic approach to analysis and evaluation.
	(0 marks)	<i>No relevant response.</i>
AO3		
Level 3	(3-4 marks)	<i>The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate, the response indicates an outstanding ability to recognise and draw upon the Student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.</i>
		The response should show a clear structure which is logical and which uses terminology appropriate to a criminal law jury trial.
Level 2	(2 marks)	<i>A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</i>
		Answers will have a limited range of examples and will show basic development and explanation.
Level 1	(1 mark)	<i>There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i>
		Answers will show a more basic ability to use appropriate terminology relating to a jury trial and will have a more limited structure.
	(0 marks)	<i>No relevant response.</i>

AO4

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

Students will draw upon the concepts of the function and necessity of the jury in a criminal trial and will use examples from a range of citizenship sources. Here, students should use material and ideas from other areas to enable a coherent answer. Answers may use illustrations from other units.

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

Students will use knowledge and ideas from different sources, but will be briefer in their response.

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

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

(0 marks) *No relevant response.*

SECTION B**EITHER**

0 7 Evaluate how the gender, class **and** ethnicity of MPs reflect society. (15 marks)

AO1

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

Students will demonstrate an excellent understanding of the importance of the gender, class and ethnicity of MPs and will identify examples of how each of these reflects society.

Responses will explain the issues, such as:

Gender

The majority of MPs are male, and reasons for this may be discussed (historical, parliamentary hours, family commitments, etc). Efforts made by political parties to even the balance of male and female MPs. Examples of successful female MPs may be given, eg Thatcher, Harman, May. Challenges to women-only short lists. Reference may be made to the fact that women do not make up 50% of MPs, although they are 50% of society.

Class

The perception is that MPs are upper class and in many cases do not sufficiently relate to their constituents. Examples may be given of MPs or government ministers from privileged backgrounds, such as David Cameron, George Osborne, Tony Blair and Nick Clegg. Students may identify MPs who may be considered working class or who do not have wealthy backgrounds, such as Dennis Skinner and John Major.

Ethnicity

Students will observe that there are ethnic minority MPs and they may identify specific MPs, such as Diane Abbot: they may comment on the proportion of ethnic minority MPs and the constituencies they represent. Reference may be made to whether the number of ethnic minority MPs is representative of society as a whole.

NOTE:

All three aspects of the question must be covered for a Level 3 response.

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

Students will provide a more limited range of issues and examples. This may include consideration of two or more aspects of the question in detail, or include the three aspects of the question but

without depth of discussion.

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

Knowledge and understanding will be limited, with little development. Answers will lack examples or offer a very limited range.

(0 marks) *No relevant response.*

AO2

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

Students should develop and discuss points made in AO1 and consider the impact of the gender, class and ethnicity of MPs on politics in general. They may consider the effect of such aspects on their constituents. Responses may refer to the ability to relate to the area they represent, their standing in Parliament and whether the MP's gender, class or ethnicity has any effect whatsoever on his or her performance as an MP or on citizens' perception of MPs. An argument should be made with a reasoned conclusion as to whether MPs successfully reflect society.

NOTE: All three aspects of the question must be commented upon for a Level 3 response.

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

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

NOTE:

At least two aspects of the question must be commented upon for a Level 2 response.

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

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

(0 marks) *No relevant response.*

AO3

Levels 2 (2 marks)
And 3

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 Student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.

The response should show a clear structure which is logical and which uses language appropriate to the classification of MPs by gender, class and ethnicity. Students may draw upon their own observations, including class visits by MPs or visits to Parliament.

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

Level 1 (1 mark)

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

There will be some basic attempts to use appropriate terminology.

(0 marks)

No relevant response.

AO4

Level 3 (3 marks)

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

Students will draw upon concepts relating to the classification of MPs by gender, class and ethnicity and will use examples from a range of citizenship sources. They will construct an answer that responds to the issues raised by the question, using a range of resources. The response should look to ideas from other areas to enable a coherent answer.

Level 2 (2 marks)

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

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

Level 1 (1 mark)

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

Answers will show a limited ability to use knowledge and ideas from other relevant areas.

(0 marks) *No relevant response.*

0 8

‘There are now more channels through which the citizen’s voice can be expressed.’

Assess the extent to which attitudes to the citizen’s voice being heard have changed. (25 marks)

AO1

Level 3 (4-5 marks)

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

Answers may give an historical account of attitudes towards the citizen’s voice and the ability of citizens to make their voice heard. Students may consider :

- the ease in the twenty-first century of making views known through the media and the internet, with facilities such as e-petitions, Twitter, Facebook, mobile phones and email
- mass demonstrations such as Stop the War Coalition, Occupy London, and student tuition fees
- the rise of pressure groups, such as 38 degrees, Fathers for Justice
- the global nature of the citizen's voice being heard, with pressure groups such as Amnesty International, Greenpeace and Unicef
- localised forums such as devolved power in Scotland and Wales and local authorities in England, where citizens may voice their views
- e-petitions to number 10 Downing Street
- protests and demonstrations relating to freedoms such as the ‘Arab Spring’ which may lead to political change.

NOTE:

1. The above are given only as examples
2. Other relevant information regarding the citizen’s voice being heard will be credited.

Level 2 (2-3 marks)

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

Responses will show a good understanding of how the citizen’s voice may be heard and attitudes towards vox pop.

Level 1	(1 mark)	<p><i>Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.</i></p> <p>Responses will show a limited understanding of how the citizen's voice may be heard.</p>
	(0 marks)	<i>No relevant response.</i>
AO2		
Level 3	(6-8 marks)	<p><i>The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.</i></p> <p>Responses will have an excellent ability to analyse how attitudes to the citizen's voice being heard have changed and may refer to social change, including a weakening of the class system, changing attitudes to, and greater availability of, information technology and speed of communication.</p> <p>Students may argue that, with the Freedom of Information Act and information technology, society has become more open and that it is much easier for the citizen to make complaints or protests and for mass protests to be organised. They may comment on the effect of the media giving publicity to issues raised by citizens, eg Occupy London.</p> <p>Students may argue that the citizen's voice on issues leads to government accountability, eg poll tax protests under Margaret Thatcher's government. Responses may also note that some major protests, eg Stop the War Coalition, do not have an effect on government policy.</p> <p>Responses may refer to the citizen's voice affecting the popularity of government, of a political party or of an institution such as the police, eg the murder of Stephen Lawrence leading to the McPherson Enquiry.</p> <p>Students may comment on global examples such as protests giving rise to the 'Arab Spring', which may have led to regime change, for example in Libya.</p> <p>Answers may conclude that attitudes towards the citizen's voice have changed and that public opinion and direct action by citizens have become more important, especially since mass communication has developed rapidly.</p> <p>NOTE:</p> <ol style="list-style-type: none"> 1. Not all of the above need be included for a Level 3 response 2. This is a widely drafted question, so credit other relevant material 3. The above are given as examples only.
Level 2	(3-5 marks)	<i>The response contains good evidence of the skills of analysis and</i>

evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.

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

Responses will have a limited range of examples, show limited development and be lacking in analysis and evaluation.

- (0 marks) *No relevant response.*

AO3

- Levels 3 (3-4 marks) *A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar*

The response should show a clear structure which is logical and which uses terminology relating to the citizen's voice and changing attitudes towards it. In evaluation, students may draw on specific examples to illustrate their answer. Students may draw upon their own observations.

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

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

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

There will be some basic attempts to use appropriate terminology.

- (0 marks) *No relevant response.*

AO4

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

Students will draw upon the concepts of changing attitudes towards the citizen's voice 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 attitudes changing towards the citizen's voice and may use illustrations from other units in the specification.

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

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

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

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

(0 marks) *No relevant response.*

OR

0 9	Compare and contrast the ideologies of at least two of the main UK political Parties. (15 marks)
------------	---

AO1

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

Responses will have an excellent knowledge and understanding of the ideologies of at least two of the main political parties in the UK, namely Conservative, Labour and Liberal Democrat parties, and may include historical introductions and information, such as:

Conservative party

The ideology of the centre-right Conservative party adheres to conservatism, preservation of the status quo and bringing about gradual change. Responses will refer to the ideology of economic liberalism and the free market economy which were exemplified by Thatcherism in the 1980s, along with euroscepticism and 'wets' and 'dries'. Conservatism denotes strong leadership and law and order in society. Responses may refer to privatisation and deregulation of industry to further the free market economy.

Labour party

The ideology of the left wing or centre-left Labour party describes itself as a social democratic party which is a broad church, as it encompasses views from strongly socialist to moderate social democratic and now to pro-market tendencies, although socialist and supporting the welfare state and state-owned (nationalised) industries and services.

From the 1980s, the party veered towards the free market policies, and New Labour under the leadership of Tony Blair became a social democratic party, promoting equality of opportunity and moving towards the right.

Liberal Democrat party

Responses will recognise that the Liberal Democrat party is centrist or centre-left, and promotes a free and open society, with social liberalism which has developed from nineteenth century classic liberalism with *laissez-faire* economic policies. Responses may note that the current party is a combination of the former centre-left Social Democratic Party and the more right-wing Liberal party. Modern ideology includes individualism and promoting green issues.

NOTE:

1. At least two parties must be included for a Level 3 response.
2. The above are given as examples only.
3. Other relevant and accurate issues raised will be credited.
4. Not all of the above are necessary for full marks.
5. Responses focused on regional parties such as Plaid Cymru or Scottish National Party should be credited.

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

Responses will show a more limited understanding of the ideologies of the main political parties. This may include reference to two or more parties, or more limited reference to the ideologies of the political parties.

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

Lower level responses will show a more limited knowledge and understanding of the issues of the ideologies of the main political parties or may include only one party.

(0 marks) *No relevant response.*

AO2

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

Students will develop the response given in AO1: they will give examples of how the ideology has been worked out in policies and how it has developed during the twentieth and twenty-first centuries. Responses may comment on changes in ideologies.

NOTE:

At least two political parties' ideologies should be addressed for a Level 3 answer.

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

Answers will 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.

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

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

1 0

'The House of Lords has no real power and is therefore an ineffective element of Parliament.'

Assess this view.

(25 marks)

AO1

Level 3 (4-5 marks)

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

Students will clearly explain the nature of the House of Lords as an unelected body forming the second chamber of Parliament. They may refer to reforms under the previous Labour administration and proposed reforms under the coalition government. Responses will refer to changes in the powers of the House of Lords during the twentieth century, referring to the Parliament Acts of 1911 and 1949. They may also explain the power of the House of Lords to delay proposed legislation for up to one year, except for finance bills which may not be delayed.

Students may refer to the composition of the House of Lords, at present a mixture of peers, life peers and bishops, and the political make-up of the House. They also may make reference to the 'people's peers'.

They may refer to the role of the House of Lords as a revising and scrutinising chamber, giving a thorough checking process to the work of the House of Commons.

Responses may include reference to the expertise of the House of Lords, eg Baroness Greenfield in science, Lord Winston in science and Lord Norton in politics and the constitution.

It may be noted that some proposed legislation is begun in the House of Lords.

NOTE:

1. Not all of the above are necessary in order to gain a Level 3 credit.
2. Credit other relevant material.

Level 2 (2-3 marks)

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

Responses will show a good understanding of the role and powers of the House of Lords. 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)	<p><i>Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Students may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.</i></p> <p>Lower level responses will show a more limited knowledge and understanding of the role and powers of the House of Lords.</p>
	(0 marks)	<i>No relevant response.</i>
AO2		
Level 3	(6-8 marks)	<p><i>The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.</i></p> <p>Students will explain and make an argument for the necessity, or otherwise, of a second chamber to scrutinise and check on the work of the House of Commons, and to act as a check and balance on the government. Responses may consider how effective the House of Lords is as a scrutinising body and refer to various scrutiny committees. Reference may be made to the relationship between the House of Commons and the House of Lords, and may give examples of conflict between the two Houses, such as debates on NHS and welfare reform.</p> <p>They may analyse the reforms of the House of Lords and evaluate the current composition of the House. Responses may consider the benefits of an appointed chamber compared with an elected chamber. The amount of power given to the House of Lords will be analysed and its value assessed. Reference may be made to the delaying power of the House of Lords when it is in disagreement with the House of Commons, eg the Hunting Act and the use of the Parliament Acts.</p> <p>Arguments may be made for abolishing the House of Lords and the effect that this might have on the democratic process.</p> <p>Responses may refer to further reform of the House of Lords to create an 80% elected chamber.</p> <p>A suitable and reasoned conclusion will be reached.</p>
Level 2	(3-5 marks)	<p><i>The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.</i></p> <p>Responses will have a good understanding of the power of the House of Lords. This may include only one aspect in detail or may include a wider range of aspects but without any depth of discussion.</p>
Level 1	(1-2 marks)	<i>The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the</i>

citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.

Answers will have a limited range and discussion and analysis of the House of Lords will be at a basic level.

(0 marks) *No relevant response.*

AO3

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

Answers should show a clear structure which is logical and which uses appropriate terminology relating to the House of Lords and Parliament. Students may draw upon their own observations.

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

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

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

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

(0 marks) *No relevant response.*

AO4

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

Students will draw upon the concepts of the powers of the House of Lords and use examples from a range of citizenship sources. 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.

- Level 2 (3-5 marks) *Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*
- Answers will show a greater ability to link the powers of the House of Lords to aspects of UK citizenship.
- Level 1 (1-2 marks) *Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.*
- Answers will show a limited ability to use knowledge and ideas from other relevant areas of the specification.
- (0 marks) *No relevant response.*

OR

1 1

Explain how ombudsmen **and** the courts hold government to account.

(15 marks)

AO1

Level 3

(3-4 marks)

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

Responses will define the meaning of the term ‘ombudsman’ as a person who acts as an intermediary between the state (or other organisation) and the complainant, and may include that the term derives from Sweden, meaning ‘representative’. Reference may also be made to the term ‘grievance man’ or maladministration. Ombudsmen are usually appointed by the government. Their duties include investigating complaints by members of the public and representing their interests where the state is involved.

Students will also consider the role of ombudsmen in holding the government to account, such as:

- Health Service Ombudsman
- Financial Services Ombudsman
- Local Government Ombudsman
- Children’s Ombudsman
- Parliamentary Commissioner for Administration
- Pensions Ombudsman.

Ombudsmen seek to address breaches of citizens’ rights or poor service, such as delay by government or its agencies.

Responses will identify the courts most likely to hold the government to account, such as:

- European Court of Human Rights
- European Court of Justice
- The Supreme Court
- The Court of Appeal
- The High Court – Queen’s Bench Division (judicial review, appeals on points of law).

NOTE:

1. The above are given only as examples.
2. Credit other relevant material.
3. Both elements of the question must be addressed for a Level 3 response.
4. Not all of the above need be included for a Level 3 award.

Level 2

(2 marks)

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

Answers will show a good understanding of ombudsmen and the relevant courts, as outlined above, but will be in less depth or cover a more limited range. Answers may focus on one element of the question only.

Level 1 (1 mark)

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

Responses will show a limited understanding of the role of ombudsmen and the courts, or only focus on one aspect in a basic way.

(0 marks)

No relevant response.

AO2

Level 3 (5-6 marks)

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

Responses will focus on how ombudsmen and the courts hold the government to account, developing the material used for AO1.

Students must consider the way that ombudsmen hold the government to account by checking on government in the interests of the citizen and by overseeing the investigation of complaints against the government (often government departments). The Parliamentary Commissioner investigates government maladministration and other ombudsmen consider complaints in their area of expertise. Reference could also be made to the fact that ombudsmen are not proactive, but reactive when complaints are referred to them. The outcome after investigation could be an apology to the citizen involved and possible compensation.

The courts may hold the government to account by the process of judicial review, which may challenge government decisions or law made by delegated legislation which is *ultra vires*. The courts may declare law to be incompatible with the Human Rights Act 1998 and issue a certificate of non-compliance. The courts may make a decision which is at variance with government policy in order to highlight inconsistencies or to prompt the government to legislate.

Students will analyse and evaluate how well ombudsmen and the courts hold the government to account. They may use specific examples and reach a reasoned conclusion based on the evidence adduced in their answer.

Level 2 (3-4 marks)

The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Information, views, opinions, ideas and arguments are evaluated and validity is assessed

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

NOTE:

Students who only address either ombudsmen or the courts cannot attain above a Level 2 award.

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

Answers will have a limited range of examples and will be lacking in analysis and evaluation.

(0 marks) *No relevant response.*

AO3

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

The response should show a clear structure which is logical and which uses terminology relating to ombudsmen and the courts, and how they hold the government to account. In evaluation, students may draw on specific examples and their own observations to illustrate their answer.

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

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

(0 marks) *No relevant response.*

AO4

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

Students will discuss the concept of ombudsmen and the courts bringing the government to account for its actions, 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.

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

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

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

There will be only basic attempts to link to other relevant areas of study.

(0 marks) *No relevant response.*

1 2

Assess the role and effectiveness of elected representatives at **two or more** different levels in the UK. (25 marks)

AO1

Level 3 (4-5 marks)

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

Answers should clearly consider at least two of the following roles:

- MP – to represent his or her constituency in Parliament, debate in Parliament on draft legislation, voting for or against proposed legislation, committee work discussing policy and other issues, advising and assisting constituents with problems by holding surgeries, attending functions and visiting constituency businesses and schools.
- MEP – to represent a wide regional constituency area at the European Parliament and to assist in the scrutiny of proposed legislation. MEPs work in committees such as Environment or Foreign Affairs Committee and/or extra parliamentary assemblies and delegations, and spend some time in their constituency areas.
- MSP – to represent a constituency area in the Scottish Parliament. There are 129 MSPs who work for the Scottish Parliament, sitting in cross-party committees where proposed legislation is scrutinised and revised: they hold the Scottish Government to account. They meet constituents in surgeries where they help with their problems.
- AMs – Welsh Assembly members carry out the Assembly's democratic work and represent the interests of Wales and its people, make laws for Wales, hold the Welsh government to account and attend plenary meetings of the Assembly.
- Local Councillors – represent a local ward within the local authority area and are community leaders. They participate in Council meetings concerned with local affairs and government. They will listen to members of the public within their ward at forums and surgeries, and represent their views at Council meetings. They will visit schools and businesses within their ward and promote improvements in the area. Councillors are involved in deciding what services the local authority provides and how local taxpayers' money is spent. Councillors may also sit on committees such as local planning.

NOTE:

1. The above are given only as examples. Credit other relevant material such as the Northern Ireland Assembly, the London Assembly and elected mayors in some parts of England.

2. Reference may also be made to different tiers of local authorities, such as cities with unitary status.
3. Not all of the above are required for a Level 3 response.

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

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

Responses will show a more limited knowledge and understanding of the role of elected representatives.

(0 marks) *No relevant response.*

AO2

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

Responses should fully consider the effectiveness of each of the elected representatives identified in AO1 and may consider issues such as accountability, dedication to the role, party loyalty, amount of time spent in constituency/ward, effectiveness of solving constituents' problems, quality of speeches made in Parliament/Council/Assembly, etc.

Students may refer to specific examples and may relate their answers to their own experience of their elected representatives.

Responses should reach a reasoned conclusion on the effectiveness of the elected representatives identified, based on the evidence adduced in their answer.

Reference may be made to the effect of the multiplicity of representation for one area, eg MP, MEP, local councillor.

NOTE:

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

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

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

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

- (0 marks) *No relevant response.*

AO3

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

Answers should show a clear structure which is logical and which uses appropriate terminology relating to role and effectiveness of elected representatives, with use of examples. Students may draw upon their own observations.

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

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

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

A more basic ability to structure and use appropriate terminology will be shown.

- (0 marks) *No relevant response.*

AO4

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

Students will draw upon the concepts of the role and effectiveness of elected representatives and use examples from a range of citizenship sources. The response should look to ideas from other areas to enable a coherent answer. This may include examples from other areas of the specification in order to produce a well-argued response. Additionally, answers may use illustrations from other units.

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

Responses will show a good ability to link the role and effectiveness of elected representatives with other relevant areas of the specification.

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

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

(0 marks) *No relevant response.*

GCE CITIZENSHIP STUDIES Unit 3for questions **0 1** , **0 3** , **0 5** , **0 7** , **0 9** and **1 1**

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

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

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

GENERIC MARK SCHEMEfor questions **0 2** , **0 4** , **0 6** , **0 8** , **1 0** and **1 2**

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

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

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

ASSESSMENT OBJECTIVE GRID

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