



**General Certificate of Education
June 2013**

Citizenship Studies

CIST4

Unit 4 Global Issues and Making a Difference

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.

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

SECTION A

0	1	Examine the role of any one international body in attempting to resolve a recent international conflict. (15 marks)
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AO1 (4 marks) Knowledge and Understanding

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.*

At this level, the answer should show a clear understanding of the role of one international body (eg UN, NATO, EU, African Union, Arab League) as participants in various attempts at conflict resolution between or within nation states. This may be as mediators between parties, imposing sanctions and boycotts, targeting aid or as participants in military intervention. Knowledge may be demonstrated by reference to a case study of any conflict since the formation of the organisation.

Recent, is generally taken as Post 1945

If more than one international body is covered then mark separately and credit best.

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

At this level answers will show some understanding of the role of one organisation although this may not relate to a specific case study. Alternatively, the focus could be the case study with less detail on the role of the organisation.

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

Responses may be rather generic and could simply indicate the type of intervention the organisation could have been involved in. Knowledge is about conflict resolution generally rather than the role of the organisation.

(0 marks) *No relevant response.*

AO2 (6 marks) Analysis and Evaluation

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.*

At this level the case study is analysed in some detail to examine the role of the organisation. Evaluation regarding the effectiveness of decision making within the organisation or political divisions leading to inaction could also be credited here. Reference may be made to the structure of the organisation itself to explain actions or inaction. It is possible to obtain marks at this level even for answers that focus exclusively on 'failed' interventions.

Evaluation could include reference to concepts of globalisation or neo-colonialism, tokenism and the pursuit of political/economic interests by those involved.

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.*

A more generic analysis is expected here with points that could relate to intervention by other organisations. The case study may be analysed more superficially without the implications being explored.

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.*

Any analysis may be implied within the description of a case study rather than stated explicitly. Any evaluative points made could be vague and apply to interventions by any organisation.

(0 marks) *No relevant response.*

AO3 (2 marks) Communication and Action

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

The case study and/or other material is used appropriately to

structure an argument regarding the role of the organisation.
Terms may include those specific to the organisation concerned.

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 basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Terminology does not really go beyond definition and mechanisms of conflict resolution.

(0 marks) *No relevant response.*

AO4 (3 marks) **Synthesis**

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.*

At this level the response should make effective use of an appropriate case study in supporting the argument presented. There may also be links to other areas of study such as the structure of the EU, theories of globalisation, international trade, neo-colonialism etc.

Reference to additional case studies and other international bodies can be credited under AO4 if used effectively for comparative purposes.

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 could be an appropriate reference to a case study and a basic attempt to link with mechanisms of conflict resolution.

Level 1 (1 mark) *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 could be an appropriate reference to a case study or a basic attempt to link with mechanisms of conflict resolution.

(0 marks) *No relevant response.*

0	2
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Critically evaluate the effectiveness of sanctions and boycotts as a means of resolving international conflicts. (25 marks)

AO1 (5 marks) **Knowledge and Understanding**

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.*

Knowledge of the impact and effect of sanctions and boycotts in conflict resolution could use generic examples or it could be demonstrated by reference to one or more case studies of conflict resolution credited under AO4. The focus for AO1 should be the role and impact of these mechanisms of conflict resolution.

Sanctions need not just be limited to trade or financial actions: exclusion from international sporting or cultural events, arms embargos or expulsion from international bodies can all be used, provided the ostensible aim was conflict resolution.

Knowledge of the effects of other mechanisms of conflict resolution can also be credited including mediation, targeted aid, use of force, etc.

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.*

Some knowledge of the impact of sanctions and boycotts is expected. There may be no reference to case studies.

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 of impact may be implicit in a limited range of examples.

(0 marks) *No relevant response.*

AO2 (8 marks) Analysis and Evaluation

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.*

At this level there should be a detailed analysis of the effectiveness of sanctions, boycotts or other mechanisms of conflict resolution in at least one case and conclusions should be provided regarding the impact on different groups within and beyond the nations involved.

A balanced evaluation regarding the effectiveness of these actions is expected, with valid points made regarding their positive as well as negative impact. It may be appreciated that in some cases sanctions or a boycott could be a means of being seen to take action, perhaps to satisfy a domestic audience or to show solidarity with allies, regardless of the effect on the ground.

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.*

Analysis of effectiveness will be more superficial and evaluation may be rather one-sided.

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.*

Any analysis is likely to be implicit in the description of a case study and evaluation may be lacking completely.

(0 marks) *No relevant response.*

AO3 (4 marks) Communication and Action

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

The argument both for and against the use of sanctions and boycotts could be expected, using evidence from case studies and

making effective use of appropriate terminology. Any relevant reference to the students' own campaigning could be credited here.

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.*

Terminology and/or materials are used appropriately to structure an argument relevant to the statement.

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 basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Argument may be superficial or non-existent.

(0 marks) *No relevant response.*

AO4 (8 marks) **Synthesis**

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.*

Answers will be expected to use one or more case studies of conflict resolution. These could include Zimbabwe, Darfur, Serbia, Congo, Iraq, Iran, Libya, Burma, North Korea, Syria, etc. **It could be that the same case study is used in both Q1 and Q2: in Q2, the focus should clearly be on the effectiveness of the actions taken rather than the role of the international bodies themselves.** Concepts and/or knowledge from other areas of the specification can be credited if used appropriately (eg economic power, globalisation, and global village).

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 use case studies to illustrate points made but these may not be used effectively to support an argument. Material may be over-descriptive and concepts not clearly contextualised.

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

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

Answers will show a limited ability to use knowledge and ideas from other areas effectively. Case study material may lack relevance.

(0 marks) *No relevant response.*

OR**0 3**

Examine the role of a named international body in attempting to maintain the world economic system. (15 marks)

AO1 (4 marks) **Knowledge and Understanding**

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.*

Answers should show a good understanding of the role of the international body (eg World Bank, G8, G20, IMF).

The World Bank provides loans to developing countries with the aim of reducing poverty. It is not to be confused with the IMF which, although it has overlapping membership and also provides loans, aims to facilitate global trade. Loans are expected to be paid back and are generally for infrastructure projects that encourage trade between developing and developed nations.

The G20 (formerly G8) is a forum for discussion between the industrialised and developing countries with the largest economies (actually 19 countries plus the EU) and it replaced the G8 as the main forum for economic debate. It is principally an annual (since 2011) meeting of finance ministers and heads of Central Banks, although most heads of state do tend to turn up for the final sessions.

Other international bodies could be used (eg UN, EU) provided that their role in the global economic agenda is explained.

If more than one is covered, then mark separately and credit best.

There may be some confusion between World Bank and IMF but still access this band.

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.*

Some understanding regarding the role of one body.

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.*

Understanding may not go much further than identification of an appropriate international organisation dealing with economic

issues.

(0 marks) *No relevant response.*

AO2 (6 marks) Analysis and Evaluation

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.*

Answers should provide an evaluation of how either of these bodies helps to support and maintain the world economic system. For example the World Bank's emphasis on projects that generate trade with the potential for repayment OR the G20's emphasis on promoting stability and reducing trade barriers.

Stronger answers may suggest that there is an implicit commitment of both organisations to a neo-liberal capitalist system and to the assumption that sustained economic growth is a goal to be pursued whatever the human or environmental costs. The World Bank in particular stands accused of Western Imperialism and of undue US influence. The G20 and in particular its G8 predecessor are accused of neo-colonialism by many countries in the developing world.

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.*

Some analysis of the way in which the named body acts to try to support the world economic system. The response may lack balance.

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.*

Any analysis is likely to be implicit in a descriptive account of the organisation.

(0 marks) *No relevant response.*

AO3	(2 marks)	Communication and Action
Level 2 and 3	(2 marks)	<p><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></p> <p>Terminology and/or material are used appropriately to structure an argument regarding the role the organisation plays in maintaining the world economic system.</p>
Level 1	(1 mark)	<p><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 basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</i></p> <p>There is unlikely to be a coherent argument regarding the role of the organisation.</p>
	(0 marks)	<i>No relevant response.</i>
AO4	(3 marks)	Synthesis
Level 3	(3 marks)	<p><i>Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i></p> <p>The response could bring in knowledge of key trade issues, ethical trading, the world economic system, theories of globalisation, global village, etc. Examples of action taken by this and other organisations can also be credited here if relevant.</p>
Level 2	(2 marks)	<p><i>Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i></p> <p>There will be some attempt to link to other areas of study and/or examples.</p>
Level 1	(1 mark)	<p><i>Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</i></p> <p>At this level the relevance of the material used may not be clear.</p>
	(0 marks)	<i>No relevant response.</i>

AND**0 4**

Discuss ways in which campaigns can make a difference to **either** a global environmental **or** trade issue. (25 marks)

AO1 (5 marks) **Knowledge and Understanding**

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.*

Knowledge is expected of specific campaigns which attempt to effect change regarding any international issue which has clear environmental or economic consequences (this is likely to apply to most campaign groups). The wide range of anti-capitalist and anti-globalisation protests across the world can be regarded as examples, as can the more structured activities of pressure groups such as Green Peace or Amnesty International. The activities of think tanks and NGOs could also be used effectively provided that the emphasis is on campaigning (give some benefit of doubt here).

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 should show some knowledge of an international campaign.

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 limited knowledge of a campaign.

(0 marks) *No relevant response.*

AO2 (8 marks) **Analysis and Evaluation**

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.*

At this level there should be a clear discussion of the effectiveness of the campaign(s) in making a difference to the issue chosen. This could also include suggestions of ways in which a campaign

could have more impact. Any campaign can be used provided that it attempts to make a difference to a global trade or environmental issue.

Some analysis should be provided regarding the reasons for the successes or failures of the campaign. Analysis may also relate to the nature of the global issue addressed.

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 provide some analysis of campaign or/and issue.

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.*

Analysis may be implicit in description of a campaign

(0 marks) *No relevant response.*

AO3 (4 marks) **Communication and Action**

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

Answers should show a clear structure which is logical and which uses appropriate terminology and case studies to construct an argument regarding any campaign on any global issue. Reference may also be made to the student's own participation in any campaign which has relevance to the discussion.

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.*

Terminology and/or materials are used appropriately to structure an argument.

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 basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

There may be no discernible argument.

(0 marks) *No relevant response.*

AO4 (8 marks) **Synthesis**

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.*

The response could bring in knowledge of key trade and environmental issues, ethical trading, the world economic system, global village, etc. Reference could also be made to concepts regarding pressure groups (insider/outsider), campaign methods, economic power, theories of globalisation, active citizenship, etc.

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 some attempt to link to other areas of study and/or issues.

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

At this level the relevance of the material used may not be clear.

(0 marks) *No relevant response.*

OR**0 5**

Examine the varying interpretations of 'human rights abuse' in different societies.
(15 marks)

AO1 (4 marks) **Knowledge and Understanding**

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.*

At this level responses will show a good understanding of cultural diversity with regard to interpretations of human rights abuse. For example a greater emphasis may be placed on the right to the basics of life in the developing world, whilst political freedoms are secondary.

Stronger answers may show some knowledge could be expected of countries like China's response to criticisms of its human rights record, and/or to at least one of the following; the Cairo Declaration of Human Rights in Islam; the Arab Organisation for Human Rights; the African Court on Human and People's Rights.

Examples of specific human rights abuse that demonstrate knowledge and understanding may be credited here.

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 some understanding of cultural diversity with regard to interpretations of human rights abuse. This may be by reference to one or more examples.

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

Examples may be provided but without explicit linkage to cultural differences.

(0 marks) *No relevant response.*

AO2 (6 marks) Analysis and Evaluation

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.*

The response should provide analysis of any examples provided to illustrate cultural differences in definitions of human rights abuse. A discussion in terms of the debate regarding the universality of human rights could be expected. Cultural differences in the understanding of human rights and the interpretation of abuses may be explained by reference to theories of globalisation, the relative economic status of different societies and the role of religion in different cultures.

Evaluative points may include a critique of the UDHR in terms of its western bias, as a form of cultural imperialism or its location within the Judaeo-Christian tradition (this may be contrasted with Shariah Law).

Students may point out that cultural differences exist within societies that could lead to different interpretations of abuse, particularly in multi-cultural societies.

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.*

Typically, there will be some analysis of examples provided or a partial evaluation in terms of one of the above concepts.

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.*

Any analysis may be implicit in descriptive material provided. Use of concepts may be vague or confused.

(0 marks) *No relevant response.*

AO3 (2 marks) Communication and Action

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

Terminology and/or material are used appropriately to structure a critical examination of the varying interpretations of human rights abuse.

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 basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

There may not be a coherent argument regarding differences in interpretations of human rights abuse.

(0 marks) *No relevant response.*

AO4 (3 marks) **Synthesis**

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.*

Links could be made to universality of human rights, cultural diversity, identity and multiculturalism, fair trade and the world economic system, case studies of human rights abuse, international law and ICC, UNCHR, ECHR, etc.

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.*

Some links to other areas and/or appropriate use of case studies.

Level 1 (1 mark) *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.*

Links or case study may be rather tangential to the question.

(0 marks) *No relevant response.*

0 6

'Governments are often hypocritical in their attitudes toward human rights abuses.'

Discuss this statement with reference to recent case studies. (25 marks)

AO1 (5 marks) Knowledge and Understanding

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.*

A good knowledge is expected of relevant human rights abuse cases from a number of different countries. Reference may be made to UDHR, ECHR and the work of the ECtHR, the International Criminal Court and to International Criminal Tribunals. The work of pressure groups such as Amnesty International and Human Rights Watch could also be relevant.

References to the changing relationship between the UK, US and various regimes such as Iraq, Syria, Egypt, Saudi Arabia, etc, could be relevant, as could knowledge regarding trade relationships with countries with international economic power and oil wealth (China, Russia, etc).

Recent generally taken to be post 1945

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

At this level answers will show some knowledge of recent case studies of relevance to 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.*

Case studies used may be rather tangential to the question.

(0 marks) *No relevant response.*

AO2 (8 marks) Analysis and Evaluation

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.*

A balanced discussion is expected which engages with the statement. Case studies may be used which illustrate what could be regarded as Western hypocrisy and/or they may show actions by countries which are not in their economic interest (sanctions, for example).

A distinction should be made between the actions taken by national states and international bodies (such as NATO, EU, UN, etc) and the work of citizen-led pressure groups such as Amnesty International. Examples of human rights abuse by individuals are unlikely to be relevant.

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.*

The analysis of case studies may be more superficial and only one side of the argument is likely to be presented.

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.*

There is little or no engagement with the statement and any analysis is implicit in the description.

(0 marks) *No relevant response.*

AO3 (4 marks) Communication and Action

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

Students may construct a coherent argument which takes one or other position and still achieve maximum marks here. Evidence from case studies may be selected to support this position. Some reference may be made to the student's own citizenship

participation (eg support for an Amnesty International campaign).

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.*

An argument which engages with the statement in the question is presented: it may or may not be supported by case study material.

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 basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

Any argument is not coherent or is tangential to the statement.

(0 marks) *No relevant response.*

AO4 (8 marks) **Synthesis**

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.*

Links could be made to the universality of human rights, cultural diversity, identity and multiculturalism, fair trade and the world economic system, different definitions of human rights abuse, international law and ICC, UNCHR, ECHR, etc.

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 some attempt to link to other areas of study and/or examples.

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

At this level the relevance of the material used may not be clear.

(0 marks) *No relevant response.*

Section B

Note Throughout this section, the level of response will be determined by evidence of knowledge and understanding gained from research carried out, and how this is linked to knowledge of other areas.

EITHER

- | | | | |
|----------|----------|--|------------|
| 0 | 7 | Examine the proposal that the work done by the CAB could be done more efficiently and effectively by the relevant departments of local and central government. | (15 marks) |
|----------|----------|--|------------|

AO1 (2 marks)

Knowledge and Understanding

Level 3 and 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 clearly indicate knowledge and understanding of the national network of CAB volunteers. This should normally go beyond the source.

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 understanding of the role of the CAB network. This may be mainly source-based.

(0 marks) *No relevant response.*

AO2 (2 marks)

Analysis and Evaluation

Level 3 and 2 (2 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 effectively evaluate the proposal and provide some relevant analysis of material from their research into the CAB.

Level 1 (1 mark)

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 some basic analysis of the proposal.

(0 marks) *No relevant response.*

AO3 (5 marks) Communication and Action

Level 3 (4-5 marks) *The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate, the response indicates an outstanding ability to recognise and draw upon the candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

The answer should show a clear structure using appropriate terminology and researched material to reach a clear conclusion regarding the proposition that the work of the CAB could be done better by various government departments. Responses at this level could be expected to question the desirability as well as the affordability of agencies of the state providing such services.

Students who have done their research will be aware that the CAB provides information and guidance on a wide range of topics, many beyond the remit of individual parts of government; such as benefit entitlement, debt management, consumer rights, employment legislation, housing, immigration and legal issues. In most cases, clients' needs encompass several issues and it is questionable whether government departments could provide independent advice which is in the best interests of the citizen.

Those volunteers who provide face-to-face support have all undergone an extensive period of training; they have access to an extensive database of information and each office is generally supported by a paid supervisor who checks the accuracy of the information provided by volunteer advisers.

Students may also argue in support of the statement, with evidence from research. This could be related to funding limitations, inadequate training, lack of salaried staff; contrasted with the professional civil servants and resources available to government departments. If this is the only side presented then it must be well supported by research to be at this level.

Strong answers may make a distinction between local Bureaux which are independent charities and vary widely in their efficacy, and the national organisation which supports these.

As part of their citizenship participation, students may have volunteered to help their local CAB in some way. They may also have used, or know of people who have used, CAB services; any relevant reflection on their own experiences can be credited here.

Level 2 (2-3 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.*

Terminology and/or research (including reflection on own experience) is used appropriately to structure an argument of relevance to the question.

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

Material may be tangential to the question.

(0 marks) *No relevant response.*

AO4 (6 marks) **Synthesis**

Level 3 (5-6 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.*

Responses should refer to overarching citizenship themes such as community participation, rights and responsibilities and active citizenship in the construction of their argument. References to David Cameron's 'Big Society' concept could be credited here; the CAB embodies much of this and has been doing so since the 1940s.

Synthesis of knowledge regarding the structure and levels of government could be expected here. Many issues cover several levels of government and involve legal and legislative complexities that are normally inaccessible to the ordinary citizen other than by employing the services of a solicitor.

Rising levels of personal debt, often resulting from unemployment, the closing of quangos such as Consumer Focus, and cutbacks in legal aid have all contributed to an increased demand for the services of the CAB. However, reductions in local government contributions could make it more difficult for some offices to meet this demand.

It could be suggested that the dependency of many Bureaux on grants from a local government sector faced with severe budget cuts does question the wisdom of relying on charities to provide such a vital service. A critique of the 'Big Society' concept in times of economic hardship could be credited here.

Level 2 (3-4 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 some ability to draw upon their research and/or their grasp of synoptic themes in constructing an answer.

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 research or ideas from other areas.

(0 marks) *No relevant response.*

0 8

Critically assess the claim that although the CAB do a lot to help citizens with their individual problems, they do not address the underlying issues that led to these problems occurring in the first place. (25 marks)

AO1 (3 marks) Knowledge and Understanding

Level 3 (3 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 are expected to have an extensive knowledge of aspects of the CAB, including the role of the social policy unit in analysing the data provided by the thousands of interviews completed by advisors. They should understand the way in which this data informs the campaigns run by the CAB and their submissions to government departments and parliamentary committees.

They may also recognise that, although the CAB clearly has some influence, it is not aligned to any one political party and as such has no mandate for change and no political authority.

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 demonstrate some relevant knowledge of the CAB which typically goes beyond that presented in the source.

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.*

Answers will show only basic evidence of relevant knowledge, mainly source-based.

(0 marks) *No relevant response.*

AO2 (4 marks) Analysis and Evaluation

Level 3 (3-4 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.*

At this level there needs to be a clear evaluation of the claim made in the question. Effective analysis of evidence of research into the work of the CAB should demonstrate that the organisation has responded to that criticism and that, in this respect, it works as an insider pressure group to bring about changes to policy that would

help to address some of the issues that create difficult situations for ordinary citizens.

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

There is some analysis but it may be rather one-sided.

Level 1 (1 mark) *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.*

More descriptive than analytic or a superficial discussion without evidence.

(0 marks) *No relevant response.*

AO3 (9 marks) **Communication and Action**

Level 3 (7-9 marks) *The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate, the response indicates an outstanding ability to recognise and draw upon the candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

At this level the answer should show a clear structure which is logical, which uses appropriate terminology and which clearly articulates a coherent argument evidenced by critical analysis of their research into the CAB which addresses the claim made in the question. Good use of research evidence is expected whatever position is taken in regard to the claim.

It could be argued that the CAB's independence from government means that it can effectively criticise current policies and campaign for change. Others could argue that it does depend on some government departments and local government in particular for a lot of its funding and so it is not completely independent. It also receives financial support from other organisations such as the Law Society, and it could be suggested that this makes it less likely that they would challenge solicitors in their monopoly of certain services (eg legal aid cases).

Students could argue that although the CAB does campaign on issues, its primary purpose is in helping individual citizens to adapt to the demands put on them by an unfair distribution of power and resources within society.

It works closely with all levels of government in the UK and receives most of its funding from government agencies. However, a case could be made for it to be regarded as an outsider group in that it receives some funding from other charities, NGOs and individual donations.

Evidence may also be credited from relevant reflection on the student's own citizenship participation with or experiences of the CAB, or comparable community-based organisations or pressure groups.

- Level 2** (4-6 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.*

Terminology and research (including reflection on own experience) are used appropriately to construct an argument of relevance to the question.

- Level 1** (1-3 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 basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

An attempt is made to construct an argument. This may not be evidence-based or may be tangential to the question.

- (0 marks) *No relevant response.*

AO4 (9 marks) **Synthesis**

- Level 3** (7-9 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.*

Responses should refer to overarching citizenship themes such as pressure groups, campaign methods and active citizenship in the construction of their argument. Knowledge of the workings of the political and legal systems could also be used effectively.

Reference to the work of the CAB parliamentary group could be a good opportunity to demonstrate synthesis of research into this topic and knowledge of the working of Parliament from other units.

Level 2 (4-6 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 some ability to synthesise material from research into the CAB and other sources. Material should be relevant to the question but it may not be used effectively.

Level 1 (1-3 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.*

Material used may lack relevance or links with other areas may be rather tangential to the question.

(0 marks) *No relevant response.*

OR

0 | 9

Critically consider the extent to which the UK Youth Parliament reflects the concerns of young people throughout the UK. (15 marks)

AO1 (2 marks)**Knowledge and Understanding****Level 3 and 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 clearly indicate knowledge and understanding of the UKYP, in particular the way in which the organisation canvasses the views of young people and organises an annual vote to prioritise those issues on which it campaigns. This should normally go beyond the source.

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 understanding of the role of the UKYP. This may be mainly source-based.

(0 marks) *No relevant response.***AO2** (2 marks)**Analysis and Evaluation****Level 3 and 2** (2 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 effectively evaluate the extent to which the UKYP addresses the concerns of young people in the UK.

Level 1 (1 mark)

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 some relevant analysis.

(0 marks) *No relevant response.*

AO3 (5 marks) Communication and Action

Level 3 (4-5 marks) *The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate, the response indicates an outstanding ability to recognise and draw upon the candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

The answer should show a clear structure which uses appropriate terminology and researched material to reach a clear conclusion regarding the extent to which the UKYP addresses or fails to address the concerns of young people across the UK. References to the students' own experiences of participation in UKYP activities should be credited as could experiences representing the views of young people, such as in school councils, etc.

It could be pointed out that the concerns of young people are just as heterogeneous as adults and therefore any attempt to represent them is flawed and a form of stereotyping. It could also be argued that a better way to ensure that young people's voices are heard would be to lower the voting age.

Some reference could be expected to their own research amongst peers to access the extent to which they are aware of the existence of the UKYP. There could be some analysis of the extent to which MYPs are representative of their age group and the voting system used to assess young people's concerns.

Level 2 (2-3 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.*

Terminology and/or research (including reflection on own experience) is used appropriately to structure an argument of relevance to the question.

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

Material may be tangential to the question.

(0 marks) *No relevant response.*

AO4 (6 marks) **Synthesis**

Level 3 (5-6 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.*

Responses could refer to overarching citizenship themes such as representative democracy and active citizenship. They may demonstrate synthesis of their research into the UKYP with their understanding of the UK voting systems and the various ways in which local and national government can be held to account by citizens.

One criticism of the UKYP is that it is under-represented in the devolved nations of the UK. There is a separate Scottish YP with predictably stronger links to Holyrood than to Westminster but as yet (2012) no comparable body exists in Wales or Northern Ireland.

Level 2 (3-4 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 some grasp of synoptic themes in constructing an answer.

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 research or ideas from other areas.

(0 marks) *No relevant response.*

AND**1 0**

Evaluate the contribution that the UK Youth Parliament makes towards overcoming the apparent indifference of young people towards politics in the UK. (25 marks)

AO1 (3 marks) Knowledge and Understanding

Level 3 (3 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 are expected to have an extensive knowledge of the work of the UKYP in engaging the 11-18 age group in UK politics. This could include references to the regional base of the organisation which uses local authority areas as constituencies and has established links with schools and youth clubs to enable young people to vote for their own representatives and to vote directly on those issues which should concern them. Some knowledge of the turnout in these elections may also be evident. Differences are apparent between different local authority areas: in the devolved nations, alternative organisations exist (or are in development) which focus on national representatives.

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.*

Demonstrates some relevant knowledge of the UKYP which typically goes beyond that presented in the source.

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.*

Answers will show only basic evidence of relevant knowledge, which may be source-based.

(0 marks) *No relevant response.*

AO2 (4 marks) Analysis and Evaluation

Level 3 (3-4 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.*

At this level there needs to be a clear evaluation of the contribution of the UKYP in engaging young people with politics.

Effective analysis of research into the work of the UKYP is expected. There may also be some critical analysis of evidence regarding the attitudes of young people to politics. This may be supported by analysis of voting patterns for different age groups and data on turnout in UKYP elections. Reference may also be made to the situation in the devolved nations where UKYP has received less support than national alternatives.

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

There is some analysis but it may be rather one-sided.

Level 1 (1 mark) *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.*

More descriptive than analytic or a superficial discussion without evidence.

(0 marks) *No relevant response.*

AO3 (9 marks) **Communication and Action**

Level 3 (7-9 marks) *The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate, the response indicates an outstanding ability to recognise and draw upon the candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

At this level the answer should show a clear structure which is logical, which uses appropriate terminology and clearly articulates a coherent argument evidenced by critical analysis of their research into the UKYP which address the question.

It could be argued that young people are no more indifferent to politics than other age groups, the fact that they are disenfranchised goes some way to explain why existing parties hold little appeal. The way in which the UKYP takes care to avoid following party political lines or engaging with ideologies could also make it appear to lack relevance to the 'real adult' political debate.

Students may refer to anecdotal evidence from their own experience to evaluate the contribution of the UKYP: this may be of the organisation itself or indirectly regarding young people's attitudes to politics. Students may also have organised debates

or conducted surveys of their peers' attitudes to politics which may be used in constructing an argument.

Level 2 (4-6 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.*

Terminology and research (including reflection on own experience) is used appropriately to structure an argument of relevance to the question.

Level 1 (1-3 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 basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.*

An attempt is made to construct an argument. This may not be evidence based or may be tangential to the question.

(0 marks) *No relevant response.*

AO4 (9 marks) **Synthesis**

Level 3 (7-9 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.*

Responses could refer to overarching citizenship themes such as representative and direct democracy, political parties, the extent to which elected representatives are typical of those who vote for them. The nature of citizenship participation in a democracy could also be considered alongside generational differences arising from historical factors and demographic changes.

They may demonstrate synthesis of their research into the UKYP with their understanding of the UK party system and analysis of data regarding membership of political parties and the age profile of voters. Knowledge of voting systems generally and comparative data on voter turnout by different age groups could also be used to good effect.

Alternative views may be expressed which challenge the assumptions implicit in the question or point out alternative means of political engagement by young people such as support for pressure groups, involvement in protests over tuition fees or with the Occupy movement, etc.

Level 2 (4-6 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 some ability to synthesise material from research into the UKYP and other sources. Material should be relevant to the question but it may not be used as effectively.

Level 1 (1-3 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.*

Material used may lack relevance or links with other areas may be tangential to the question.

(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 Questions 01, 03 and 05	Marks allocated by Assessment Objective Questions 02, 04 and 06	Marks allocated by Assessment Objective Questions 07 and 09	Marks allocated by Assessment Objective Questions 08 and 10	
AO1	4	5	2	3	14
AO2	6	8	2	4	20
AO3	2	4	5	9	20
AO4	3	8	6	9	26
Total	15	25	15	25	80