



GCSE

Citizenship Studies

Unit **J270/02** Citizenship in action
General Certificate of Secondary Education

Mark Scheme for June 2018

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

| Annotation | Meaning |
|-------------|-------------------------------------|
| ✓ and ✗ | For correct and incorrect responses |
| BOD | benefit of doubt |
| VG | vague |
| IRRL | irrelevant |
| REP | repetition |
| NAQ | not answering question |
| EG | example given |
| L1 | Level 1 |
| L2 | Level 2 |
| L3 | Level 3 |
| L4 | Level 4 |

Highlighting is also available to highlight any particular points on the script.

SECTION A

| Question | | Answer | Marks | Guidance |
|----------|---|--|-------|--|
| 1 | a | <p>Any two of:</p> <ul style="list-style-type: none"> • Income tax • national insurance • student loan repayment. | 2 | <p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn.</p> <p>Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit tax on its own or any repetition of points.</p> |
| 1 | b | <p>Any two examples of how Alan might benefit from government spending. To be drawn from the following categories:</p> <ul style="list-style-type: none"> • social protection (welfare and pensions) • health • education • defence • public order and safety • transport • support for the economy and business • sport, culture and religion • environmental protection • housing and community amenities • other relevant public services. <p>(The two examples can be drawn from the same category.)</p> | 2 | <p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn.</p> <p>Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p> |
| 1 | c | <p>Any two examples of how Alan's legal rights may be at risk. To be drawn from the following categories:</p> <p><u>Income protection rights</u></p> <ul style="list-style-type: none"> • rights to a living wage. <p><u>Disability rights</u></p> <ul style="list-style-type: none"> • rights to be protected from discrimination. <p><u>Employment rights</u></p> <ul style="list-style-type: none"> • rights to an employment contract • rights to protection from unfair dismissal • rights to representation. <p>Credit should be given only for specific examples relating to Alan's case. Two examples of employment rights are acceptable.</p> | 2 | <p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn.</p> <p>Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p> |

| Question | Answer | Marks | Guidance |
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| 1 d | <p>This item is designed to assess candidates' application of their citizenship knowledge and understanding in response to the issues in Fig. 1.</p> <p>Alan could consult the advisers / supporters listed below. Reasons for choosing these advisers / supporters are given in brackets.</p> <p>Debt</p> <ul style="list-style-type: none"> • <u>Citizens Advice</u> (Large national organisation with comprehensive coverage of a wide range of issues. Easy to access on line and face to face. Good online advice. Free of charge. Non-judgemental. Gives advice only but also 'signposts' clients to organisations able to support action.) • <u>Charity or pressure group such as the Debt Advice Foundation</u> (Such organisations have a similar remit to Citizens Advice but advise and support clients specifically on the issue of debt management.) • <u>The local authority</u> (Is likely to arrange staged or deferred payment of Council Tax. The local authority can also advise on discounts for single-occupancy and disability. Professional and impartial. Likely to be supportive and able to 'signpost' to other organisations.) • <u>Bank</u> (Able to offer advice and support to help Alan manage his money. Professional and free but focused primarily on safeguarding its own business position.) <p>Employment</p> <ul style="list-style-type: none"> • <u>Citizens Advice</u> (See above) • <u>Trade union, professional association or staff association</u> (Their objective is to support and represent employees, so they should be able to help Alan directly. Their staff are experienced and professional with a remit to negotiate with employers or take legal action. Membership fee required.) | 4 | <p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A specific and appropriate choice of organisation, group or representative supported by accurate and at least two convincing reasons for the choice.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • States one appropriate group, organisation or representative. • Provides an excellent case for consulting <u>that particular</u> group, organisation or representative. (This could include one reason developed in detail or, two or more reasons given in outline.) <p>For 3 marks</p> <ul style="list-style-type: none"> • States one appropriate group or organisation • Gives at least one specific reason for consulting <u>that particular</u> group, organisation or representative. <p>Level 1 (1–2 marks) Identifying an appropriate organisation, group or representative and / or giving a basic but valid reason for seeking support or advice.</p> <p>For 2 marks States one appropriate group, organisation or representative and gives a basic but valid reason for seeking advice or support.</p> |

| Question | Answer | Marks | Guidance |
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| | <ul style="list-style-type: none"> • <u>Solicitor</u> (High levels of specialist expertise and professionalism. Solicitors have the power to encourage compliance or can take legal action on behalf of their client. Some provide limited free advice. For some types of claim their services might be available on a 'no win no fee basis'.) • Member of Parliament (They or their caseworkers can provide general advice and 'signposting'. They can also apply pressure to public bodies in individual cases. Free of charge.) <p>Disability discrimination</p> <ul style="list-style-type: none"> • <u>Citizens Advice</u> (See above) • <u>Member of Parliament</u> (See above) • <u>Solicitor</u> (See above) • <u>Pressure Group such as Disability Rights UK</u> (Specific expertise. Sympathetic support for clients. Free of charge. Can 'signpost' but can also provide practical support including legal assistance.) • <u>Equality and Human Rights Commission</u> (Specific expertise and power to influence the law. Most guidance for individuals is provided via their detailed website. They are prepared to 'take on' individual cases but only if they are likely to set a significant legal precedent. Free of charge.) | | <p>For 1 mark States one appropriate group, organisation or representative, or gives a limited but valid reason for seeking advice or support.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>Do not credit any repetition of points.</p> |
| 2 | <p>a</p> <p>Any two examples of the methods Index on Censorship could use to achieve its aims, <u>apart from raising awareness</u>, include:</p> <ul style="list-style-type: none"> • Support for other similar charities overseas • lobbying decision-makers (accept examples) • research / monitoring - in the context of media freedom and censorship • exposing good / bad practice • using online petitioning / trigger a debate in parliament • seeking to influence the policies of political parties • link with other pressure groups | 2 | <p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn.</p> <p>Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points or the use of 'awareness raising' as an example.</p> |

| Question | | Answer | Marks | Guidance |
|----------|---|--|-------|--|
| | | <ul style="list-style-type: none"> direct action (accept examples such as demonstrations, protests, etc.) campaigns to stimulate action, rather than raise awareness (accept examples). <p>(The two examples can be drawn from the same category.)</p> | | |
| 2 | b | <p>Any two reasons to support Index on Censorship's aims including:</p> <ul style="list-style-type: none"> important that the public has access to information that enables them to make good decisions / free speech necessary for effective democracy free speech is necessary to expose wrongdoing / injustice free speech can help protect the public from danger / exploitation free speech can prevent the public from being misled free speech supports the generation and communication of ideas / enables people to have their say free speech enables those with power to be held to account free speech is a basic human right free speech enables people to avoid persecution for their ideas people have been influenced by the recent media focus on the importance of free speech internationally. | 2 | <p>Use ✓ or ✗ Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space. A maximum total of 2 marks can be awarded. Do not credit any repetition of points.</p> |
| 2 | c | <p>This item is designed to assess candidates' understanding about why censorship takes place in the (UK).</p> <p>Reasons for censorship by the UK government include:</p> <ul style="list-style-type: none"> protect people and communities from abuse or violence safeguard community coherence and tolerance protect people from reputational damage safeguard young people and vulnerable groups protect confidentiality and privacy safeguard victims of crime and jurors safeguard peoples' presumed innocence protect national security prevent terrorism. | 4 | <p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗ A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A clear conceptual understanding of 'censorship' including an accurate and convincing explanation of the reasons for censorship supported by valid examples.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> Shows an excellent understanding of the concept 'censorship'. |

| Question | Answer | Marks | Guidance |
|----------|--|-------|---|
| | <p>Examples of such censorship include:</p> <ul style="list-style-type: none"> • laws against incitement of racial or religious hatred • laws against the use of threatening written or spoken language likely to cause harassment, alarm or distress • laws against libel and slander • prohibition of interviews with jurors • restrictions on court reporting • various anti-terror laws (accept examples) • restrictions on media reporting to protect national security • indecency laws • film classification and censorship / TV 'watersheds'. | | <ul style="list-style-type: none"> • Gives a detailed and convincing account of the reasons for censorship. • Provides excellent examples of the censorship that takes place in the UK. <p>For 3 marks</p> <ul style="list-style-type: none"> • Shows a good understanding of the concept 'censorship'. • Gives at least one reason for censorship. • Provides at least one example of the censorship that takes place in the UK. <p>Level 1 (1–2 marks)</p> <p>A basic understanding of the term 'censorship' through limited justification and / or exemplification.</p> <p>For 2 marks</p> <p>States one basic reason for censorship and gives an appropriate example.</p> <p>For 1 mark</p> <p>States one basic reason for censorship or gives an appropriate example.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>Do not credit any repetition of points.</p> |

| Question | | Answer | Marks | Guidance |
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| 2 | d | <p>This item is designed to assess candidates' understanding about why the UK government has difficulty with the principle and practice of media regulation.</p> <p>Difficult issues facing the UK government include:</p> <ul style="list-style-type: none"> • UK media are strongly independent and keen to defend free speech • governments wish to avoid direct state regulation as they might be accused of trying to limit free speech • unlicenced radio and TV stations • independent regulation is open to criticism and has proved ineffective in the past • there is no political consensus on how to manage media regulation and / or what restrictions to impose • regulating media content originated abroad is not possible without the cooperation of foreign governments • the mass media is so diverse • content initiated by individuals on line or via social media is difficult to monitor and control | 2 | <p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn.</p> <p>Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p> |
| 3 | a | <p>This item is designed to assess candidates' knowledge of referendum use in the UK.</p> <p>Subjects of referendums in the UK include:</p> <ul style="list-style-type: none"> • UK membership of the EU (twice) – accept 'Brexit' • Scottish independence • law-making powers for Wales • electoral reform / changing the voting system. • Northern Irish power sharing-agreement • Scottish and Welsh devolution | 1 | <p>Use ✓ or ✗</p> <p>The response can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 1 mark can be awarded.</p> |

| Question | | Answer | Marks | Guidance |
|----------|---|--|-------|---|
| 3 | b | <p>This item is designed to test candidates' knowledge of the benefits of the referendum as a method of decision-making. Benefits include:</p> <ul style="list-style-type: none"> • only one issue to decide • easy to understand • clear choice • decisive outcome / no stalemate • voters must make up their mind • a chance for people to have their voice • increases political involvement • ensures that a majority of voters will approve of the outcome • guides politicians. | 2 | <p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points or disadvantages of referendums as a method of decision-making.</p> |
| 3 | c | <p>This item is designed to test candidates' knowledge of the disadvantages of the referendum as a method of decision-making.</p> <ul style="list-style-type: none"> • undermines representative democracy • people are unqualified to judge significant political questions • divisive • 'tyranny of the majority' or similar • people narrowly on the losing side become resentful • MPs may disagree / obstruct the result • people may vote to show their confidence or lack of confidence in their leaders rather than on the question asked. • result can be highly influenced by advertising / campaigners may use underhand tactics/lies to win (naïve) voters | 2 | <p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit answers to do with cost or expense.</p> <p>Do not credit any repetition of points or benefits of referendums as a method of decision-making or criticism of the decisions made.</p> |
| 4 | a | <p>This item is designed to test candidates' ability to apply their knowledge and understanding of political systems to the example given in Fig. 4.</p> <p>Representative democracy is the correct response. (Accept the term 'representative' used on its own.)</p> | 1 | <p>Use ✓ or ✗</p> <p>The response can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 1 mark can be awarded.</p> |

| Question | Answer | Marks | Guidance |
|----------|--|-------|--|
| 4 b | <p>This item is designed to test candidates' ability to apply their knowledge and understanding of democracy to the example given in Fig. 4.</p> <p>Risks to democracy in Fig. 4 include:</p> <ul style="list-style-type: none"> • no automatic voter registration • low election turnout • president elected without popular support • president selects the executive • legislature may not challenge / scrutinise the executive effectively • poor separation of powers between the executive and judiciary • no national referendums. | 4 | <p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A clear, detailed and accurate conceptual understanding of 'democracy' and its main characteristics. In this context, an accurate identification of risk factors from Fig. 4 and reference to 'good practice' from the UK or other democracies studied.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • Shows an excellent understanding of the concept 'democracy'. • Gives a convincing account of some of the risks to democracy from Fig. 4. • Provides at least one good example of 'good practice' from their studies. <p>For 3 marks</p> <ul style="list-style-type: none"> • Shows a good understanding of the concept 'democracy'. • Makes at least two references to the risks to democracy from Fig. 4. <p>Level 1 (1–2 marks) A basic understanding of the term 'democracy' and of at least one risk suggested in Fig. 4.</p> <p>For 2 marks Describes at least one risk to democracy from Fig. 4.</p> <p>For 1 mark States at least one risk to democracy from Fig. 4 or gives a basic example of 'good practice' from their studies.</p> |

| Question | Answer | Marks | Guidance |
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| | | | <p>Level 0 (0 marks) No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>Do not credit any repetition of points.</p> |

SECTION B

| Question | | Answer | Marks | Guidance |
|----------|---|--|-------|--|
| 5 | a | <p>This item is designed to assess candidates' ability to analyse and interpret information.</p> <p>Candidates should be given credit for the reason or for evidence that substantiates the reason.</p> <p>Reasons / evidence drawn from information in Tables 5.1 and 5.2 suggesting that Plaid Cymru might be against each UK constituency having an equal number of electors include:</p> <ul style="list-style-type: none"> Reason - an equalisation might produce less parliamentary representation for Wales. Evidence - three of the five smallest UK constituencies are in Wales but none of the largest constituencies are in Wales. Reason - an equalisation might produce fewer Plaid Cymru MPs. Evidence - two of the three smallest Welsh constituencies return Plaid Cymru MPs. | 1 | <p>Use ✓ or ✗</p> <p>The response can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 1 mark can be awarded.</p> |
| 5 | b | <p>This item is designed to assess candidates' ability to analyse and interpret information.</p> <p>Candidates should be given credit for the reason. There is no need for them to quote the evidence from Table 5.3.</p> <p>Reasons drawn from Table 5.3 suggesting why opposition parties could say that the Conservative Party did not deserve to form a government include:</p> <ul style="list-style-type: none"> the Conservatives achieved much less than half (36.9%) of the total vote with a fairer voting system, the Conservatives would have had too few MPs to form a government. | 1 | <p>Use ✓ or ✗</p> <p>The response can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 1 mark can be awarded.</p> |

| Question | | Answer | Marks | Guidance |
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| 5 | c | <p>This item is designed to assess candidates' ability to analyse and interpret information.</p> <p>Any two of:</p> <ul style="list-style-type: none"> • UK independence Party • Green Party. | 2 | <p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn.</p> <p>Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p> |
| 5 | d | <p>This item is designed to assess candidates' ability to analyse and interpret information.</p> <p>There should be two aspects to candidates' responses:</p> <p><u>Aspect 1</u> Selecting appropriate evidence from all three sources that is relevant to the question asked.</p> <p><u>Aspect 2</u> Analysing that evidence to address the issue convincingly.</p> <p>Relevant evidence</p> <p>Table 5.1</p> <ul style="list-style-type: none"> • There a considerable divergence in the electoral size of UK constituencies. (The smallest has 22,000 electors while the largest has 109,000.) <p>Table 5.2</p> <ul style="list-style-type: none"> • There are generally more electors in English constituencies than constituencies in Wales, Scotland or Northern Ireland. <p>Table 5.3</p> <ul style="list-style-type: none"> • There is an imperfect link between the overall number of votes cast for a party and the number of MPs representing that party in parliament. (UKIP had only one MP elected in spite of having 3.8 million votes.) | 4 | <p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A selection of relevant evidence from all three sources is used to answer the question clearly and comprehensively.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • Selects three pieces of relevant evidence from all three of the Tables 5.1, 5.2 and 5.3. • Analyses and interprets the evidence thoroughly. • As a result, provides an excellent explanation of why people's votes were not of equal worth. <p>For 3 marks</p> <ul style="list-style-type: none"> • Selects two pieces of relevant evidence from two different tables. • Analyses and interprets the evidence well. • As a result, provides a good explanation of why people's votes were not of equal worth. <p>Level 1 (1–2 marks) Evidence in response to the question of whether every person's vote was of equal worth in the 2015 General Election.</p> |

| Question | Answer | Marks | Guidance |
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| | | | <p>For 2 marks</p> <ul style="list-style-type: none"> • Selects relevant evidence from one table. • As a result, provides a basic but valid response to the question of whether every person's vote was of equal worth in the 2015 General Election. <p>For 1 mark</p> <ul style="list-style-type: none"> • Identifies relevant evidence from one table or makes a basic but valid response to the question. <p>Level 0 (0 marks) No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>Do not credit any repetition of points.</p> |
| 5 | e* | 8 | <p>This item is designed to assess the skills underpinning AO3. (Evaluate a range of evidence relating to citizenship issues, debates and actions [including different viewpoints] to make substantiated judgements.)</p> <p>Candidates should:</p> <ul style="list-style-type: none"> • analyse the viewpoint accurately • draw upon their own conceptual understanding of 'values', 'equal opportunity' and 'democracy'. • select relevant evidence from their studies • show an appreciation of the issue's complexity and present arguments on both sides of the case • reach a substantiated conclusion. • Throughout their answer, candidates should demonstrate ability to: <ul style="list-style-type: none"> ◦ evaluate evidence from their studies for the purpose of responding to the viewpoint ◦ evaluate the viewpoint to make a substantiated judgement. |

| Question | Answer | Marks | Guidance |
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| | <p><u>Commentary on 'equal opportunity'.</u></p> <p>Equal opportunity means that everyone should have the same chances to achieve their ambitions as everyone else. Differences in such things as gender, background, culture, religion and disability, should not affect this. What should count is the ability and experience to fulfil a particular role.</p> <p>The value 'equal opportunity' supports effective democracy for two reasons. If they have the chance to achieve equally, then people are more likely to have faith in their political system and will engage more readily in opportunities for decision-making. Also, if the most talented people are able to rise to the most significant roles for the development of a democracy, it is more likely to be successful.</p> <p>Candidates may draw upon evidence, including personal experience, that equal opportunity is not well-established in the UK.</p> <p><u>Commentary on the rule of law</u></p> <p>The rule of law means that the law applies to everyone, even politicians, the police and the very wealthy. As with equal opportunity, this has the effect of encouraging everyone to feel fairly treated and therefore engaged within their democracy. Also, the rule of law helps to promote stability, discourage discrimination and increase levels of accountability. This contributes to effective democratic government.</p> <p><u>Commentary on personal freedom</u></p> <p>Personal freedom leaves people to suggest new ideas, criticise the government and lampoon politicians. It also means people are free to promote particular points of view and political ideas as long as these don't have the effect of threatening other people's human rights.</p> <p>Without personal freedom encouraging debate, democracy could not work.</p> | | <p>following values:</p> <ul style="list-style-type: none"> ○ rule of law ○ personal freedom ○ tolerance / respect for diversity <ul style="list-style-type: none"> ● a substantiated conclusion. <p>Level 3 (5–6 marks)</p> <p>A good evaluation which is coherent and relevant response to the viewpoint maintaining a sustained line of argument.</p> <p>Features must include:</p> <ul style="list-style-type: none"> ● an accurate understanding of the concepts 'values', 'equal opportunity' and 'democracy' ● a good evaluation of appropriate evidence selected from their studies ● largely accurate references to at least two of the following values: <ul style="list-style-type: none"> ○ rule of law ○ personal freedom / free speech ○ tolerance / respect for diversity ● a substantiated conclusion. <p>Level 2 (3–4 marks)</p> <p>A valid but basic response to the viewpoint.</p> <p>Features must include:</p> <ul style="list-style-type: none"> ● a basic evaluation of relevant evidence drawn from their studies ● limited references to one of the following values and 'equal opportunity': <ul style="list-style-type: none"> ○ rule of law ○ personal freedom / free speech ○ tolerance / respect for diversity ● a basic but specific response to the viewpoint. |

| Question | Answer | Marks | Guidance |
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| | <p><u>Commentary on tolerance and respect for diversity</u> Tolerance and respect for diversity are linked to personal freedom. Without tolerance, personal freedom would be restricted and the rule of law would be threatened too. Respect for diversity is linked to equal opportunity. They reinforce one another. If diversity is repressed, then some groups are excluded and unable to properly engage in democratic decision-making.</p> <p>Conclusions It is difficult to say which UK value is most important for democracy. Excellent evaluations will show that the values are connected and reinforce each other. Excellent responses may also recognise the potential differences between ideals and reality.</p> | | <p>Level 1 (1–2 marks) A limited response.</p> <p>Features must include:</p> <ul style="list-style-type: none"> implied understanding of the viewpoint in the question limited but valid points or examples to illustrate one of the following values or 'equal opportunity': <ul style="list-style-type: none"> rule of law personal freedom / free speech tolerance / respect for diversity. <p>Level 0 (0 marks) No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>Do not credit any repetition of points.</p> |
| 6 | <p>a This item is designed to assess candidates' ability to analyse information relating to the citizenship issue of the economy (AO3).</p> <p><u>Aspect 1</u> Selecting appropriate information from Fig. 6.1 and 6.2 that is relevant to the question asked.</p> <p>Fig 6.1</p> <ul style="list-style-type: none"> The UK is at the mid-point in the science performance table for 15 year olds across the G7 nations. (Candidates could acknowledge that a half-way point amongst the world's strongest economies a 'reasonable' position.) | 4 | <p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗ A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A thorough and accurate analysis of a range of information from Fig. 6.1 and 6.2 to address the issue of young people's performance in science, and the consequent concerns for UK governments (including devolved administrations in Wales and Scotland).</p> <p>For 4 marks</p> <ul style="list-style-type: none"> Demonstrates an excellent analysis of information in Fig. 6.1 noting, for example, the UK's middle position in the G7 for educational performance in science. |

| Question | Answer | Marks | Guidance |
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| | <ul style="list-style-type: none"> The performance of UK boys and girls is similar – only Canada shows a similarly small gender gap. The UK is behind Germany overall but boys in the UK do better than boys in Germany. Japan is well ahead of the UK and other G7 countries. <p>Fig 6.2</p> <ul style="list-style-type: none"> There are marked differences in performance between young people in England, Scotland and Wales. Scotland and Wales, but particularly Wales, have experienced a significant decline in performance between 2012 and 2015. The performance of young people in England was stable between 2006 and 2012 but has declined slightly to 2015. This, though, is in line with a decline in the same period for all countries in the survey. Young people in England are performing significantly better than their counterparts in Scotland and Wales. Young people in England and Scotland are performing above the average for all countries in the survey. Young people in Wales are performing below the average for all countries in the survey. <p><u>Aspect 2</u> Analysing that information to address the issue convincingly. Candidates' analyses could suggest some of the following government concerns:</p> <ul style="list-style-type: none"> the quality of science teaching school effectiveness wasted talent | | <ul style="list-style-type: none"> Demonstrates an excellent analysis of information in Fig. 6.2, noting performance decline, especially from 2012 to 2015 in Wales and Scotland. Candidates may also mention that Wales fell below the average for all nations in the survey by 2015. Links the information explicitly to at least two specific concerns for governments (see Aspect 2 in the 'answer' column). <p>For 3 marks</p> <ul style="list-style-type: none"> Demonstrates a good analysis of evidence in Fig. 6.1 noticing, for example, the middle position of the UK in the table for science performance OR Demonstrates a good analysis of evidence in Fig. 6.2 noticing, for example, the decline in science performance for particular countries (Wales and Scotland) OR for particular time periods (2012 – 2015) <p>Refers to at least one concern for governments (see Aspect 2 in the 'answer' column).</p> <p>Level 1 (1–2 marks) Use of relevant information from Fig. 6.1 or 6.2 to identify governments' concerns generally but with perhaps little differentiation between England, Scotland and Wales</p> <p>For 2 marks</p> <ul style="list-style-type: none"> Demonstrates a basic analysis of at least one piece of relevant information from Fig. 6.1 or 6.2, AND makes an accurate general point about the implications. <p>For 1 mark</p> <ul style="list-style-type: none"> Demonstrates a limited analysis of at least one piece of relevant information from Fig. 6.1 or 6.2, OR makes an accurate general point about the implications. |

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| | <ul style="list-style-type: none"> the long-term health of the economy possible lower tax revenues international competitiveness businesses moving to other countries businesses needing to hire skilled staff from abroad effectiveness of devolved government in Scotland and, particularly, in Wales. electoral unpopularity. | | <p>Level 0 (0 marks) No response or no response worthy of credit. Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p> |
| 6 | <p>b</p> <p>This item is designed to assess candidates' ability to analyse information relating to the citizenship issue of government planning for public services and taxation (AO3).</p> <p>Candidates' responses should rely on their analysis and interpretation of information from Fig 6.1 and 6.2 (see marking instructions for item 6a).</p> <p>Possible effects on public spending include:</p> <ul style="list-style-type: none"> in the short-term, governments may need to spend more money on science education (teacher training, teacher recruitment, curriculum development, buildings and equipment) in the longer-term, governments may experience pressure on public spending due to lack of competitiveness / economic decline. <p>Possible effects on taxation include:</p> <ul style="list-style-type: none"> in the short-term taxes may be increased to fund additional investments in science education in the longer-term revenues from taxation may decline as a consequence of economic decline. | 4 | <p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A thorough description of the possible effects on public spending and taxation based on analysis of information from Fig. 6.1 and 6.2.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> Describes the likely implications for public spending in the short term and longer term based on analysis of information from Fig. 6.1 and 6.2 (see 'answer' column). Describes the likely implications for taxation in the short term and longer term based on analysis of information from Fig. 6.1 and 6.2 (see 'answer' column). <p>For 3 marks</p> <ul style="list-style-type: none"> Describes the likely implications for public spending in the short term or longer term. (see 'answer' column). Describes the likely implications for taxation in the short term or longer term. (see 'answer' column). |

| Question | Answer | Marks | Guidance |
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| | | | <p>Level 1 (1–2 marks) A basic statement of the possible effects on public spending and / or taxation based on analysis of information from Fig. 6.1 and / or 6.2.</p> <p>For 2 marks</p> <ul style="list-style-type: none"> • States at least one likely implication for public spending (see 'answer' column). • States at least one likely implication for taxation (see 'answer' column). <p>For 1 mark</p> <ul style="list-style-type: none"> • States at least one likely implication for public spending or taxation (see 'answer' column). <p>Level 0 (0 marks) No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>Do not credit any repetition of points.</p> |

SECTION C

| Question | Answer | Marks | Guidance |
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| 7* | <p>This item is designed to assess the skills underpinning AO3. (Evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to make substantiated judgments.)</p> <p>Candidates should:</p> <ul style="list-style-type: none"> • analyse the viewpoint accurately • draw upon their own conceptual understanding of the concept of 'government' • select relevant evidence from across the specification • show an appreciation of the issue's complexity and present arguments on both sides of the case • reach a substantiated conclusion. <p>Throughout their answer, candidates should demonstrate ability to:</p> <ul style="list-style-type: none"> • evaluate evidence from across the specification for the purpose of responding to the viewpoint • evaluate the viewpoint to make a substantiated judgement. <p>Points that candidates could make about the power of government include but are not limited to:</p> <ul style="list-style-type: none"> • governments representing the majority party in parliament can claim a mandate to implement their election manifesto • governments have responsibility for drafting legislation and have power over what to include • governments usually have a working majority in parliament and so can get legislation approved • governments can appoint additional members to the House of Lords to secure a majority • governments have considerable influence on appointments to statutory non-governmental | 12 | <p>Use annotations L1, L2, L3 and L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗</p> <p>A maximum total of 12 marks can be awarded.</p> <p>Level 4 (10–12 marks)</p> <p>An excellent response which is relevant, coherent, logically structured and substantiated response to the viewpoint 'A United Kingdom (UK) government can do what it likes'. Features must include:</p> <ul style="list-style-type: none"> • an accurate understanding of the concept of 'government' and the sources of its power (see 'answer' column) • an excellent evaluation of a range of evidence selected from across the whole specification • an understanding of the issue's complexity using a sustained line of argument • specific and accurate references to all of the following: <ul style="list-style-type: none"> ◦ significance of international law / agreements ◦ separation of powers – role of the legislature and judiciary ◦ role of citizens, pressure groups and the media in holding the government to account ◦ specific examples used to validate points • a substantiated conclusion. <p>Level 3 (7–9 marks)</p> <p>A good response which is mostly relevant, coherent, logically structured and offers a substantiated response to the viewpoint. Features must include:</p> <ul style="list-style-type: none"> • an accurate understanding of the concept of 'government' and the sources of its power (see 'answer' column) • a good evaluation of appropriate evidence selected from across the specification • largely accurate references to at least three of the |

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| | <p>organisations</p> <ul style="list-style-type: none"> • governments can manage the news by deciding when to release official information • governments rely on the civil service to help with drafting legislation and communicating information • governments are responsible for economic policy, the budget, levels of taxation and amounts of public expenditure – this gives them considerable power • governments have some prerogative powers they can exercise on behalf of the monarch such as signing treaties (this became controversial in autumn 2016 when the government suggested that it was not necessary for parliament to approve its plans for leaving the European Union) • governments can only be forced from office before the end of the normal five-year term if parliament approves a motion of no confidence or if two thirds of MPs vote to hold an election (neither of these eventualities are likely). <p>Points about ways in which UK government action might be constrained include but are not limited to:</p> <p><u>Section 1 – Rights, the law and the legal system in England and Wales</u></p> <ul style="list-style-type: none"> • governments in the UK have a legal obligation to uphold citizens' human rights as the UK is a signatory of the Universal Declaration of Human Rights and the European Convention on Human Rights • governments and post-holders in government are subject to the law (rule of law) • UK citizens have the right to appeal to the European Court on Human Rights if they believe they are not receiving fair treatment. <p><u>Section 2 – Democracy and government</u></p> <ul style="list-style-type: none"> • the UK government has devolved considerable power | | <p>following:</p> <ul style="list-style-type: none"> ○ significance of international law / agreements ○ separation of powers – role of the legislature and judiciary ○ the work of the opposition in parliament ○ the role of the House of Lords ○ committee system in parliament ○ theoretical power of the monarchy ○ role of citizens, pressure groups and the media in holding the government to account <ul style="list-style-type: none"> • a substantiated conclusion. <p>Level 2 (4–6 marks) A valid but basic personal response to the viewpoint. Features must include:</p> <ul style="list-style-type: none"> • a basic evaluation of relevant evidence drawn from their studies beyond the media • a basic understanding of the concept of 'government' • references to at least two of the following: <ul style="list-style-type: none"> ○ significance of international law / agreements ○ separation of powers – role of the legislature and judiciary ○ the work of the opposition in parliament ○ the role of the House of Lords ○ committee system in parliament ○ theoretical power of the monarchy ○ role of citizens, pressure groups and the media in holding the government to account • a basic but specific response to the viewpoint. <p>Level 1 (1–3 marks) A valid but limited response. Features may include:</p> <ul style="list-style-type: none"> • implied understanding of the viewpoint in the question • implied understanding of the concept and term • limited but valid reference to at least one of the following: |

| Question | Answer | Marks | Guidance |
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| | <p>to governments in Wales, Scotland and Northern Ireland</p> <ul style="list-style-type: none"> democratic processes constrain the power of government as does the ultimate power of the electorate the separation of powers in the British constitution means the government is subject to parliamentary scrutiny and challenge through the courts if its actions are deemed illegal fixed term parliaments limit the power of the prime minister over when to call an election there is an 'official opposition' in parliament with particular rights to challenge government on the 'floor of the house' and through the committee system pressure groups and the media hold the government to account TV coverage of parliamentary debates and business gives the public opportunity for direct scrutiny. <p><u>Section 3 – The UK and the wider world</u></p> <ul style="list-style-type: none"> the UK government is constrained by international law in areas such as trade, the use of the sea and conflict the UK government is constrained by decisions made by international organisations such as the World Trade Organisation, the European Union, the Commonwealth and the European Union the UK government is constrained by treaty obligations on such issues as trade, mutual assistance in times of war and climate change. | | <ul style="list-style-type: none"> significance of international law / agreements separation of powers – role of the legislature and judiciary the work of the opposition in parliament the role of the House of Lords committee system in parliament theoretical power of the monarchy role of citizens, pressure groups and the media in holding the government to account <p>Level 0 (0 marks) No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>Do not credit any repetition of points.</p> |

SECTION D

| Question | Answer | Marks | Guidance |
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| 8 a | <p>This item is designed to assess candidates' ability to apply their knowledge and understanding of citizenship actions to the case study in Fig. 8 (AO2).</p> <p>There should be two aspects to candidates' responses:</p> <p><u>Aspect 1</u> Knowledge and understanding of the importance of effective communication as a prerequisite of citizenship actions achieving aims.</p> <p>Effective communication:</p> <ul style="list-style-type: none"> • creates and maintains momentum • builds morale • motivates and informs potential supporters • informs groups who are to be supported • validates and adds status to the project. <p><u>Aspect 2</u> Application of knowledge and understanding about citizenship action to Fig. 8.</p> <p>Candidates can refer to:</p> <ul style="list-style-type: none"> • gaps in the information communicated (aims and potential beneficiaries unclear, nothing about how to enter the races, no signposting for further information) • basic and unattractive format – no links to beneficiaries' websites or video of previous races • lack of incentive to attend (uninspiring picture, nothing about success of previous year, no details of the entertainment) • no links to donations sites for those potential supporters unable to participate in the event | 4 | <p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A clear application of their knowledge and understanding of the importance of communicating information to enable the development of a comprehensive explanation of why the webpage (Fig. 8) may not help the Duck Race team to achieve their aims.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • Demonstrates an excellent knowledge and understanding of the importance of communicating information if aims are to be achieved. • Applies this with precision to the information in Fig. 8 using at least three points from Aspect 2 in the 'answer' column. • As a result, provides a comprehensive explanation of why the webpage (Fig. 8) may not help the Duck Race team to achieve their aims. <p>For 3 marks</p> <ul style="list-style-type: none"> • Demonstrates a good knowledge and understanding of the importance of communicating information if aims are to be achieved. • Applies this to the information in Fig. 8 using at least two points from Aspect 2 in the 'answer' column. • As a result, explains satisfactorily why the webpage (Fig. 8) may not help the Duck Race team to achieve their aims. |

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| | <ul style="list-style-type: none"> no reference to the use of social media for updates no opportunity offered to those able and willing to help at the event some people unable to access the internet limited 'reach' as the information only appears as a webpage on a parish website. <p>Candidates should combine aspects 1 and 2 to explain why the webpage is unlikely to help the Duck Race team to achieve its aims.</p> | | <p>Level 1 (1–2 marks) Some knowledge and understanding of the need to communicate information linked to an explanation of why the webpage (Fig. 8) may not help the Duck Race team to achieve their aims.</p> <p>For 2 marks</p> <ul style="list-style-type: none"> Demonstrates basic application of knowledge and understanding relevant to the need to communicate information in a citizenship action project. Applies this in a basic way to the source material using at least one point from Aspect 2 in the 'answer' column. As a result, provides a simple explanation of why the webpage (Fig. 8) may not help the Duck Race team to achieve their aims. <p>For 1 mark</p> <ul style="list-style-type: none"> At least one limited point made to show why the webpage (Fig. 8) may not help the Duck Race team to achieve their aims Limited application of knowledge and understanding from their own studies or experience. <p>Level 0 (0 marks) No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>Do not credit any repetition of points.</p> |
| 8 | b | Any one of the following: <ul style="list-style-type: none"> references to the need to carry out an assessment of risks prior to the event references to the need to inform people of potential hazards through, for example, the use of signs and announcements | 1 <p>Use ✓ or ✗ The response can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space. A maximum total of 1 mark can be awarded.</p> |

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| | | <ul style="list-style-type: none"> examples of protection measures such as using marshals, barriers, fencing and hand-washing facilities examples of preparation to support people with injuries or other emergency needs such as the hiring of a St John's first aid team. | | |
| 8 | c | <p>Any one of the following:</p> <ul style="list-style-type: none"> allow everyone / anyone to enter event information in different formats e.g. safety information given in written and verbal form event information communicated electronically and in hard copy accessibility issues considered dietary needs / preferences considered or examples of specific action such as ingredients being clearly stated on menu boards or food. | 1 | <p>Use ✓ or ✗</p> <p>The response can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 1 mark can be awarded.</p> |
| 8 | d | <p>This item is designed to assess candidates' ability to apply their knowledge and understanding of citizenship actions to the case study in Source 7 (AO2).</p> <p>Application of knowledge and understanding about citizenship action to the case study in Fig. 8.</p> <p>Candidates may include some of the following suggestions about how to engage businesses, schools and voluntary groups:</p> <ul style="list-style-type: none"> involve / consult at the event-planning stage ask for ideas and suggestions provide incentives – webpage links, advertising opportunities, publicity, prizes, etc. offer sponsorship opportunities allow businesses / schools / voluntary groups to operate a stall / information point at the event ask for specific help before and at the event such as designing publicity | 4 | <p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A clear application of their knowledge and understanding in comprehensive description of how <i>The Duck Race</i> team can engage local businesses, schools and voluntary groups.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> Demonstrates an excellent knowledge and understanding of how to engage others in a citizenship campaign. Applies this with precision to the source material using at least three points from the 'answer' column. Suggests different methods of engagement appropriate to the target groups. |

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| | <ul style="list-style-type: none"> regular information / updates presentations or information for schools / businesses / voluntary groups engage students / workers, etc. <p>Candidates should combine some of the points above 2 to write an informed description of how the race organisers could get local businesses, schools and voluntary groups engaged in this citizenship action.</p> | | <ul style="list-style-type: none"> As a result, provides a comprehensive description of how to engage local businesses, schools and voluntary groups in this citizenship action. <p>For 3 marks</p> <ul style="list-style-type: none"> Demonstrates a good knowledge and understanding of how to engage others in a citizenship campaign. Applies this to the source material using at least two points from the 'answer' column. As a result, explains satisfactorily how to engage local businesses, schools and voluntary groups in this citizenship action. <p>Level 1 (1–2 marks) Some knowledge and understanding of how the Duck Race team can engage local businesses, schools and voluntary groups.</p> <p>For 2 marks</p> <ul style="list-style-type: none"> Demonstrates basic application of knowledge of how to engage others in a citizenship initiative. Applies this in a basic way to the source material using at least one point from the 'answer' column. As a result, provides a simple description of how the Duck Race team can engage local businesses, schools and voluntary groups. <p>For 1 mark</p> <ul style="list-style-type: none"> At least one limited point made to show how the Duck Race team can engage local businesses, schools and voluntary groups. Limited application of knowledge and understanding from their own studies or experience. <p>Level 0 (0 marks) No response or no response worthy of credit.</p> |

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| | | | | <p>Give credit to valid points wherever they appear in the response space.</p> <p>Do not credit any repetition of points.</p> |
| 9 | a | <p>This item is designed to test candidates' ability to apply their knowledge and understanding of citizenship to the skate park case study.</p> <p>Relevant responses include but are not limited to data on:</p> <ul style="list-style-type: none"> • crime • population characteristics • household composition • availability or use of local leisure facilities • income / wealth / standard of living • health / healthy lifestyle behaviours (accept examples) • education / skills / training • housing • work / unemployment. <p>Candidates should also be given marks for:</p> <ul style="list-style-type: none"> • census data • crime / police statistics • health authority data • neighbourhood data. | 2 | <p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn.</p> <p>Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>Do not allow personal surveys.</p> <p>A maximum total of 2 marks can be awarded.</p> |
| 9 | b | <p>Relevant responses include but are not limited to:</p> <ul style="list-style-type: none"> • Member of Parliament (MP) • councillor • mayor • youth worker • scout leader. <p>Credit must only be given for examples of elected representatives or voluntary sector workers who may be able to give advice or support for a skate park</p> | 2 | <p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn.</p> <p>Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p> |

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| | | campaign. | | |
| 9 | c | <p>This item is designed to assess candidates' ability to apply their knowledge and understanding of citizenship actions to the case study described in Fig. 9.1, 9.2, 9.3, 9.4 and 9.5 (AO2).</p> <p>There could be two aspects to candidates' responses:</p> <ol style="list-style-type: none"> 1. Understanding of why the police may be prepared to offer advice for this campaign. <ul style="list-style-type: none"> • avoid public order issues • avoid traffic-related dangers • safeguard young people • responsibility for public protection • they have knowledge of local people's / young people's needs • proximity to the town's police station. 2. Understanding of why the police may support this campaign. <ul style="list-style-type: none"> • potential to reduce crime • potential to reduce anti-social behaviour • gains for community cohesion • opportunity to establish positive relationships with young people • easy to monitor (close to town police station). <p>Candidates should combine some of the points above to write an informed explanation of why the police may be prepared to offer advice and support for this campaign.</p> | 4 | <p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A clear application of their knowledge and understanding to enable a comprehensive explanation of why the police may be prepared to support the campaign and offer advice.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • Demonstrates an excellent knowledge and understanding by explaining the importance of consulting the police and receiving their advice. • Demonstrates an excellent understanding of reasons for the police offering advice or supporting the skate park using at least three points from the 'answer' column. • As a result, provides a comprehensive explanation of why the police may be prepared to offer advice and support. <p>For 3 marks</p> <ul style="list-style-type: none"> • Demonstrates a good knowledge and understanding by explaining the importance of consulting the police and receiving their advice or support. • Demonstrates a good understanding of the why the police may offer advice or support the skate park using at least two points from the 'answer' column. • As a result, explains satisfactorily why the police may be prepared to offer advice and support. |

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| | | | <p>Level 1 (1–2 marks) Some understanding of why the police may be prepared to offer advice and support for the skate park.</p> <p>For 2 marks</p> <ul style="list-style-type: none"> • Demonstrates basic application of knowledge and understanding by explaining the importance of consulting the police and seeking their advice. • Demonstrates a basic understanding of the why the police may offer advice or support the skate park using at least one point from the 'answer' column. • As a result, provides a simple explanation of why of why the police may be prepared to offer advice and support for the skate park. <p>For 1 mark</p> <ul style="list-style-type: none"> • At least one limited point made to show why the police may support the skate park or may be prepared to offer advice. • Limited application of knowledge and understanding from their own studies or experience. <p>Level 0 (0 marks) No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p> |
| 9 | d | 4 | <p>Describe how you would encourage local residents to support this skate park campaign.</p> <p>This item is designed to assess candidates' ability to apply their knowledge and understanding of citizenship actions to the case study described in Fig. 9.1, 9.2, 9.3, 9.4 and 9.5 (AO2).</p> <p>Methods include but are not limited to:</p> <p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A clear application of their knowledge and understanding to enable a comprehensive description of the methods that could be used to elicit support from local residents.</p> |

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| | <ul style="list-style-type: none"> conduct some preliminary interviews with a small sample of local residents to determine their general view and help you to devise an effective strategy identify and highlight advantages that might appeal to local residents such as less anti-social behaviour, positive provision for local young people, good value for money, making a good use of an empty space, proximity to the town's police station anticipate and counter perceived disadvantages such as noise, litter, gangs develop a publicity and media plan provide news and comment to the local written and broadcast media for publication set up a website or blog design a leaflet for door to door delivery collect petitions set up a publicity stall at local events start a social media campaign arrange displays in an accessible venue such as a local library design attractive leaflets for distribution enlist the support of the local MP, local councillors and any local celebrities or trusted professionals such as head teachers and doctors arrange a public meeting ask supportive local residents to join the campaign. | | <p>For 4 marks</p> <ul style="list-style-type: none"> Demonstrates an excellent knowledge and understanding by describing a coherent strategy appropriate to this local campaign. Applies this with precision to the skate park case study using at least three points from the 'answer' column. <p>For 3 marks</p> <ul style="list-style-type: none"> Demonstrates a good knowledge and understanding by describing different actions appropriate to this local campaign. Applies this to the skate park case study using at least two points from the 'answer' column. <p>Level 1 (1–2 marks) Some understanding of how local residents could be persuaded to support the campaign</p> <p>For 2 marks</p> <ul style="list-style-type: none"> Demonstrates a basic knowledge and understanding by listing points appropriate to a campaign of this type. Applies this type of campaign using at least one point from the 'answer' column. <p>For 1 mark</p> <ul style="list-style-type: none"> At least one limited point made to show how campaigners could persuade local residents to support this type of campaign. Limited application of knowledge and understanding from their own studies or experience. <p>Level 0 (0 marks) No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p> |

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| 10* | <p>This item is designed to assess candidates' ability to apply knowledge and understanding of:</p> <ul style="list-style-type: none"> citizenship action from across the whole specification and citizenship action taken by other learners in their school or college. <p>This item also enables examiners to reflect on:</p> <ul style="list-style-type: none"> candidates' understanding of the purpose of evaluation methods used by candidates to evaluate their citizenship action candidates' consequent views about the impact of their action and how that action could have been improved or extended (AO2). <p>The response should include:</p> <ul style="list-style-type: none"> an explanation of the purpose of evaluation and a description of the methods used the evaluation findings and their implications using knowledge and understanding of citizenship studies, with examples, other methods that could have been used to evaluate their citizenship action. | 12 | <p>Use annotations L1, L2, L3 and L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗ A maximum total of 12 marks can be awarded. No marks can be awarded for answers that are not related to the citizenship action undertaken.</p> <p>Level 4 (10–12 marks) Excellent knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate's account. Features must include:</p> <ul style="list-style-type: none"> excellent explanation of the purpose of evaluation excellent application of knowledge and understanding to explain how the evaluation was conducted an excellent explanation of other methods that could have been used an excellent summary of evaluation findings with reference to the aims of the candidate's citizenship action an excellent description of the implications of those findings for modifying and extending the action relevant examples used to validate points. <p>Level 3 (7–9 marks) Good knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate's account. Features must include:</p> <ul style="list-style-type: none"> explanation of the purpose of evaluation application of knowledge and understanding to explain how the evaluation was conducted a good explanation of other methods that could have been used |

| Question | Answer | Marks | Guidance |
|----------|--------|-------|--|
| | | | <ul style="list-style-type: none"> • a good description of the implications of those findings for modifying or extending the action • mostly relevant examples used to validate points. <p>Level 2 (4–6 marks) Basic knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate's account. Features must include:</p> <ul style="list-style-type: none"> • description of their project • description of other methods that could have been used • a basic application of knowledge and understanding to describe the implications of their findings for project development or extension. <p>Level 1 (1–3 marks) Limited knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate's account. Features must include</p> <ul style="list-style-type: none"> • a limited description of their project. <p>Level 0 (0 marks) No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>Do not credit any repetition of points.</p> |

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