

GCSE CITIZENSHIP STUDIES

8100/2

PAPER 2

Draft Mark scheme

V1.0

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this.

Levels containing two marks:

If the response fully meets the level descriptor then both marks should be awarded. Award one mark if the response only meets some of the requirements of the level.

Levels containing three marks:

Markers should start at the middle of the level and then move the mark up if the level has been fully met or down if the level has been barely met.

The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Q	Part	Marking guidance	Total marks
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Section A – Life in Modern Britain

01	1	<p>Which of the following terms is associated with how the people of the UK live together in our contemporary, diverse society?</p> <p>A – Inter-faith communities B – Multi-culturalism C – Nationalism D – Segregation</p> <p>Correct response – B</p> <p>AO1 = 1</p>	1
01	2	<p>Using one example, explain the term ‘multiple identity’.</p> <p>Award one mark for an account that outlines any elements that may make up a multiple identity and award one mark for an example.</p> <p>A person may relate to more than one identity; they may link their identity to their place of birth, upbringing, family, ethnicity, religion or cultural interests.</p> <p>For example this might be a person of Pakistani background who feels they are British because they were born here, support Manchester United but support the Pakistani cricket team when they play in England.</p> <p>AO1 = 2</p>	2

01	3	<p>Compare the situation in France outlined in Source A with UK values and policies towards multiple identities.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>Good application of knowledge and understanding of concepts. Response clear and relevant to the concepts surrounding the citizenship context.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>Basic application of knowledge and understanding of concepts. Response muddled and lacking relevance to the concepts surrounding the citizenship context.</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p>Indicative content</p> <p>The source outlines the policies pursued by successive French governments regarding its policy of assimilation of its immigrant population in to French life. The response requires the application of knowledge about the policies pursued by recent UK governments in regard to immigrants settling in to the UK and contrasting UK policy and actions with those of France.</p> <p>The account will relate to the source, which indicates:</p> <ul style="list-style-type: none"> • France has a policy of assimilation whilst the policy of the UK government has been based upon the concept of mutual respect and multiculturalism supported by Race Relations acts 1965,1968,1976 and 2000. • France is a secular society. In the UK, the state supports a diversity of religious views. The Church of England is the established state church, Church and faith groups play an important role in UK public life for example faith leaders sit in the House of Lords. • In France the wearing of religious clothing is banned, no such ban operates in the UK as it would be seen to infringe a person’s Human Rights. <p>AO2 = 4</p>	Level	Marks	Descriptor	2	3–4	Good application of knowledge and understanding of concepts. Response clear and relevant to the concepts surrounding the citizenship context.	1	1–2	Basic application of knowledge and understanding of concepts. Response muddled and lacking relevance to the concepts surrounding the citizenship context.	0	0	Nothing to credit.	4
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02	1	<p>What is the name of the body set up by a number of publishers in 2014 to self-regulate the press?</p> <p>A – Office of Communication B – Press Complaints Commission C – Independent Press Standards Organisation D – Levinson Inquiry</p> <p>Correct response – C AO1 = 1</p>	1
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02	2	<p>Identify two reasons why the BBC could be seen to be a more reliable source of news than that of a newspaper?</p> <p>Indicative comment. The response will contain two of the following reasons:</p> <ul style="list-style-type: none"> • The BBC is governed by a Charter which states it must be impartial and report fairly across a range of views • Newspapers are privately owned and can print what they wish • Many newspapers have a ‘political’ agenda which can impact on its reporting • The BBC is publicly funded • Newspapers vary in the amount of traditional news that they contain. <p>Award one mark for each correct response.</p> <p>AO1 = 2</p>	2
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02	3	<p>Compare the situation in China described in Source B with how the media are treated by the British government.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>Good application of knowledge and understanding of concepts. Response clear and relevant to the concepts surrounding the citizenship context.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>Basic application of knowledge and understanding of concepts. Response muddled and lacking relevance to the concepts surrounding the citizenship context.</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p>Indicative content</p> <p>The source outlines several example of how the media, media users and foreign companies are treated by the Chinese government. The response requires the application of knowledge about the media and human rights in the UK to be contrasted with the situation in China.</p> <p>The account will relate to the source which indicates:</p> <ul style="list-style-type: none"> • Due to China being a one party state which has unlimited powers, it can get away with imposing strict censorship on its media whereas the British Government allows freedom of the press because if they didn't they would be replaced. • In China the government uses a range of methods to control its media. In the UK freedom of speech and a free press are longstanding human rights. The media and government in the UK both work within any laws passed by Parliament. • In China there is censorship of the Internet whilst in the UK access to the internet is not censored, a person is only liable for what they produce and place on the internet. • Foreign companies have a difficult relationship with the Chinese government whilst in the UK there is less government interference in their day-to-day operations. <p>AO2 = 4</p>	Level	Marks	Descriptor	2	3–4	Good application of knowledge and understanding of concepts. Response clear and relevant to the concepts surrounding the citizenship context.	1	1–2	Basic application of knowledge and understanding of concepts. Response muddled and lacking relevance to the concepts surrounding the citizenship context.	0	0	Nothing to credit.	4
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03	1	<p>What is immigration?</p> <p>A – Students being educated in another country. B – People visiting another country for an extended holiday . C – British people going to live and work abroad. D – People from other countries coming to live and work in the United Kingdom.</p> <p>Correct response – D</p> <p>AO1 = 1</p>	1
03	2	<p>Define what is meant by the term ‘emigration’?</p> <p>Emigration means the movement of citizens from their own country to another. Normally this is a permanent move, eg UK citizens moving to live and work in Australia.</p> <p>AO1 1 mark</p>	1
03	3	<p>Explain two reasons why people emigrate.</p> <p>Award one mark for each of two correct responses:</p> <p>Eg civil war, persecution, famine, unemployment, education, family ties.</p> <p>Other possible correct responses should be discussed during standardisation.</p> <p>AO1 = 2</p>	2

03	4	<p>Referring to Source C describe the impact the large numbers of unaccompanied immigrant children may have on the local community and public services in Kent.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Level description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>Good application of knowledge and understanding of concepts. Response clear and relevant to the concepts surrounding the citizenship context.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>Basic application of knowledge and understanding of concepts. Response muddled and lacking relevance to the concepts surrounding the citizenship context.</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p>Indicative content</p> <p>The source outlines some of the issues and pressures that the Kent Council and community face due to the arrival of large numbers of unaccompanied children seeking asylum. The response requires the application of knowledge and understanding of both immigration and integration issues and knowledge of the operation of local government.</p> <p>The account will relate to the source, which indicates:</p> <ul style="list-style-type: none"> • Shortage of foster parents. The council will need the help of the voluntary sector and other local authorities to find homes for the children • They need more qualified social workers and specialists dealing with trauma to assist the children. • Children will need education – cause pressure on school places • Schools and social services will need staff and others who speak the languages of the children • They need additional government funding to cover all the additional costs they are facing • Integration of the children into the community – may integrate more easily as they are placed with foster families who are already part of the community • Tensions in the community due to the increased numbers and cultural differences; tensions between the community and the asylum seeking children and within the community if people have differing views on immigration <p>AO2 = 4</p>	Level	Marks	Level description	2	3–4	Good application of knowledge and understanding of concepts. Response clear and relevant to the concepts surrounding the citizenship context.	1	1–2	Basic application of knowledge and understanding of concepts. Response muddled and lacking relevance to the concepts surrounding the citizenship context.	0	0	Nothing to credit.	4
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04	1	<p>Which of the following is part of the United Nations?</p> <p>A – G8 B – NATO C – The Commonwealth D – The General Assembly</p> <p>Correct response – D</p> <p>AO1 = 1</p>	1
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04	2	<p>‘The United Kingdom should no longer be a permanent member of the United Nations Security Council.’</p> <p>Considering a range of views, to what extent do you agree or disagree with this statement?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">7–8</td> <td> Developed and sustained analysis of a wide range of evidence and views related to the citizenship issue. Developed and reasoned justifications are given which relate to the evidence provided. The justifications put forward form a coherent argument. </td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td> Analysis of a range of evidence and views related to the citizenship issue. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent. </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td> Basic analysis of a limited range of evidence and views related to the citizenship issue. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks. </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td> Limited evidence presented and/or evidence presented is not directly related to the citizenship issue. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made. </td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p>Indicative content</p> <p>The case made to justify the statement may include:</p> <ul style="list-style-type: none"> • It can be argued that the UK should give up its permanent seat to another country such as Germany or Japan who have larger economies (GDP) • That the UK’s position is now out-dated as it is no longer as important a country as it was in 1945 • That the UN Security Council is euro-centric; with Russia and France both permanent members • That the membership of the Council should be more 	Level	Marks	Descriptor	4	7–8	Developed and sustained analysis of a wide range of evidence and views related to the citizenship issue. Developed and reasoned justifications are given which relate to the evidence provided. The justifications put forward form a coherent argument.	3	5–6	Analysis of a range of evidence and views related to the citizenship issue. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.	2	3–4	Basic analysis of a limited range of evidence and views related to the citizenship issue. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.	1	1–2	Limited evidence presented and/or evidence presented is not directly related to the citizenship issue. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.	0	0	Nothing to credit.	8
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		<p>geographically balanced</p> <ul style="list-style-type: none"> • A case can be made that there should be no permanent members at all or the number reduced from the present five or be a different five countries. <p>The case against making the change may include the following arguments:</p> <ul style="list-style-type: none"> • As a member of the Commonwealth it could be argued that the UK can represent the needs of a wide range of countries • The UK is a fully committed member of the UN and plays a key role in a number of UN agencies and funds a number of UN projects • The UK is one of the few countries to enshrine in law its overseas aid budget at 0.7% of GDP, which is the target set by the UN • The UK Government believes that it can make the UK more secure and prosperous by making the UN more effective and efficient at delivering peace, sustainable development, human rights, justice and humanitarian assistance. The UN is seen as an important body by the UK • The UK is involved with the work of a number of agencies of the UN and sees this lead role as linked to its position on the Security Council setting an example to other countries • Traditionally the UK as a member of the Security Council has been seen as an upholder of the principles of the UN and has credibility for its diplomatic skills beyond its economic status. <p>AO3 = 8</p>	
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05	1	<p>Identify one recent campaign to change government policy that has developed from a television programme.</p> <p>Answer – Award one mark for any recent campaign to change government policy. Recent examples include :</p> <p>Jamie Oliver and school dinners.</p> <p>Hugh Fearnley-Whittingstall – fish stocks or wasted food production.</p> <p>AO1= 1</p>	1
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05	2	<p>The support of the media is vital to any successful political party's election campaign.</p> <p>Considering a range of views, to what extent do you agree or disagree with this statement?</p> <p>In your answer you should consider:</p> <ul style="list-style-type: none"> • The role of the media • The major political parties contesting UK general elections 	8															
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	<p>Indicative content</p> <p>Points made to justify the statement may include:</p> <ul style="list-style-type: none"> • The media is the most effective way for politicians to publicise their views and policies during a general election. • Political parties and their increasing use of “spin doctors” and image advisors highlights the value placed on the importance of the media • Acknowledgment that certain newspapers favour certain parties and are able to use their media to promote these parties views • Arguments relating to conservatives ties with business and newspaper owners influencing editors • Arguments made claiming that as political parties have moved more to the centre ground, the influence of the media becomes more important in influencing voters • Arguments made to assert the influence of the media may include reference to the fact that the Sun have supported the winning political party since 1979 <p>Points made against the statement may include:</p> <ul style="list-style-type: none"> • There is no evidence to support view that the media are dominant in determining political views. Most people choose to purchase media that already relates to their political views • Arguments relating to political parties that have done well without major media support, such as UKIP in 2015 and Lib Dems in 2005 and 2010 • The Labour Party has very close links with Trade Unions which may have more influence on their members’ voting choices than the media • Arguments made to claim that conservative party success is more to do with their relationships with influential business people and organisations • A lot of the most popular media outlets have to remain impartial such as BBC, ITV, Sky News etc • Political parties do not succeed in elections unless their message, leadership and image are suited to public opinion at that time, so the media cannot necessarily make an unpopular party successful. • The number of people who read the traditional media is declining and many people now increasingly use social media to help make their political judgments <p>AO3 = 8</p>	
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TOTAL MARKS FOR THIS SECTION – 40

Q	Part	Marking guidance	Total marks
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Section B – Rights and responsibilities

06	1	<p>What is a ‘strike’?</p> <p>A – A union threatening to stop work if their demands are not met B – Putting leaflets through people’s letter boxes to convince them of your cause C – Refusing to buy certain goods D – Refusing to work</p> <p>Correct response – D</p> <p>AO1 = 1</p>	1
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06	2	<p>Which two of the following relate to employer associations?</p> <p>A – Confederation of British Industry B – Department for Business, Innovation and Skills C – World Trade Organisation D – Institute of Directors E - NATO F – Trade Union Congress</p> <p>Correct Responses – A and D.</p> <p>One mark per correct response.</p> <p>AO1 = 2</p>	2
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06	3	<p>Compare the situation in Saudi Arabia referred to in Source D with how these groups are treated in the UK.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>Good application of knowledge and understanding of issues. Response clear and relevant to the issues surrounding the citizenship action.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>Basic application of knowledge and understanding of issues. Response muddled and lacking relevance to the issues surrounding the citizenship action.</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p>Indicative Content</p> <p>The source outlines several example of how employees, trade unionists and women are treated differently in Saudi Arabia than the United Kingdom.</p> <p>The response requires the application of knowledge about rights and discrimination in the UK to be contrasted with the situation in Saudi Arabia.</p> <p>The account will relate to the source which indicates:</p> <ul style="list-style-type: none"> • Employees in Saudi Arabia may have to join a government and employer structured workers committee, in the UK workers have the right to join a Trade Union or not to join a Trade Union. Some firms do have workers councils but these are elected bodies and they do not involve the government or have government representatives on them. • In Saudi Union action is banned and no demonstrations are allowed, whilst in the UK Trade Unions are legally recognised and have certain legal rights. All citizens in the UK are free within the law to demonstrate. Unions are able to take a variety of forms of action some of which require prior ballots of their members’. • In Saudi Arabia workers who strike are arrested. In the UK workers are allowed to strike and are not arrested. Formal strikes can only be taken after a ballot of the membership. • In Saudi Arabia women are discriminated against, in the UK such discrimination is illegal. There are Equality and other laws which prevent differing groups in society being treated differently. • There are laws in place in the UK to ensure women are not discriminated against in terms of equal pay legislation. <p>AO2 = 4</p>	Level	Marks	Descriptor	2	3–4	Good application of knowledge and understanding of issues. Response clear and relevant to the issues surrounding the citizenship action.	1	1–2	Basic application of knowledge and understanding of issues. Response muddled and lacking relevance to the issues surrounding the citizenship action.	0	0	Nothing to credit.	4
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07	1	<p>Which of the following statements is correct?</p> <p>A – Magna Carta ensured that the church was not above the law. B – Magna Carta ensured that the King had unlimited power. C – Magna Carta ensured that the King was subject to the law. D – Magna Carta ensured that the nobles had more power than the King.</p> <p>Correct response – C</p> <p>AO1 = 1</p>	1
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07	2	<p>Identify two legal rights of UK citizens.</p> <p>Award one mark for each of two correct responses such as:</p> <ul style="list-style-type: none"> • the right to a fair trial • no arbitrary arrest • innocent until proven guilty • trial by jury • access to legal representation. <p>AO1 = 2</p>	2
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07	3	<p>Consider the ways in which those described in Source E are suffering human rights abuse according to the Universal Declaration of Human Rights.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>Good application of knowledge and understanding of concepts. Response clear and relevant to the concepts surrounding the citizenship context.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>Basic application of knowledge and understanding of concepts. Response muddled and lacking relevance to the concepts surrounding the citizenship context.</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p>Indicative Comment</p> <p>The account should relate to the content of the source which highlights:</p> <ul style="list-style-type: none"> • Inability to take part in government • Inability to provide public services like legal representation • Being arrested for one’s political views. • The Universal Declaration of Human Rights states that all three actions outlined in the source are in contravention of Article 21 of the Declaration. <p>AO2 = 4</p>	Level	Marks	Descriptor	2	3–4	Good application of knowledge and understanding of concepts. Response clear and relevant to the concepts surrounding the citizenship context.	1	1–2	Basic application of knowledge and understanding of concepts. Response muddled and lacking relevance to the concepts surrounding the citizenship context.	0	0	Nothing to credit.	4
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08	1	<p>Which one of the newspaper headlines in Source F relates to a criminal trial?</p> <p>A – Customer sues builder over quality of work</p> <p>B – Judge awards wife £337 million in divorce hearing judgement</p> <p>C – Judge sentences teacher for trafficking drugs</p> <p>D – Judge tells Social Services off for trying to stop grandparents looking after grandchild</p> <p>Correct Response – C</p> <p>AO1 = 1</p>	1
08	2	<p>Which one of the newspaper headlines in Source F relates to a County Court action?</p> <p>A –Customer sues builder over quality of work</p> <p>B – Judge awards wife £337 million in divorce hearing judgement</p> <p>C – Judge sentences teacher for trafficking drugs</p> <p>D – Judge tells Social Services off for trying to stop grandparents looking after grandchild</p> <p>Correct Response – A</p> <p>AO1 = 1</p>	1

08	3	<p>Name one type of civil court and one type of criminal court in the UK.</p> <p>Civil Court – County Court, High Court of Justice, Court of Appeal. Criminal Court – Magistrates, Crown, Court of Appeal.</p> <p>AO1 = 2</p>	2
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08	4	<p>Consider how the appointment systems described in Source G differ from the concepts and principles that relate to the judiciary in the United Kingdom.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Level description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>Good application of knowledge and understanding of concepts. Response clear and relevant to the concepts surrounding the citizenship context.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>Basic application of knowledge and understanding of concepts. Response muddled and lacking relevance to the concepts surrounding the citizenship context.</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p>Indicative Content Using information from the source, the concepts and principles that underpin the UK judiciary that are different from the USA are:</p> <ul style="list-style-type: none"> • Judges are separated from those that make laws/politicians i.e. the legislature, the executive and the judiciary, and that no person should hold a post in more than one branch of the system. • Judges in the UK are not elected neither can they hold a party political position or membership. • Judges are independently appointed for life after public advertisement. <p>The source indicates three methods of judicial appointment that can operate in the USA. The first two examples indicate a lack of separation. The third example indicates judges being part of an electoral process i.e. a political process.</p> <p>AO2 = 4</p>	Level	Marks	Level description	2	3–4	Good application of knowledge and understanding of concepts. Response clear and relevant to the concepts surrounding the citizenship context.	1	1–2	Basic application of knowledge and understanding of concepts. Response muddled and lacking relevance to the concepts surrounding the citizenship context.	0	0	Nothing to credit.	4
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09	1	<p>Which of the following sentences has to be given to a person aged over 21 found guilty of murder?</p> <p>A – 20 years in prison B – A mandatory life sentence C – Capital punishment D – A maximum of 15 years imprisonment</p> <p>Correct Response – B</p> <p>AO1 = 1</p>	1
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09	2	<p>Putting people in prison is the best way of dealing with those who commit crime as, ‘prison works’.</p> <p>Considering a range of views, to what extent do you agree or disagree with this statement?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Level description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">7–8</td> <td> Developed and sustained analysis of a wide range of evidence and views related to the citizenship debate. Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument. </td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td> Analysis of a range of evidence and views related to the citizenship debate. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent. </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td> Basic analysis of a limited range of evidence and views related to the citizenship debate. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks. </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td> Limited evidence presented and/or evidence presented is not directly related to the citizenship debate. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made. </td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing to credit.</td> </tr> </tbody> </table>	Level	Marks	Level description	4	7–8	Developed and sustained analysis of a wide range of evidence and views related to the citizenship debate. Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument.	3	5–6	Analysis of a range of evidence and views related to the citizenship debate. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.	2	3–4	Basic analysis of a limited range of evidence and views related to the citizenship debate. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.	1	1–2	Limited evidence presented and/or evidence presented is not directly related to the citizenship debate. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.	0	0	Nothing to credit.	8
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		<p>Indicative content</p> <p>It is acceptable for students to justify a position in agreement or disagreement with the statement.</p> <p>The aims of sentencing and punishment may be discussed:</p> <ul style="list-style-type: none"> • punishment of offenders • deterrence • reform and rehabilitation of the offender • protection for society • reparation by offenders to their victims. <p>Points against may relate to:</p> <ul style="list-style-type: none"> • The nature of prison life may be outlined whereby little reform or education takes place • Reference may be made to reports by the Chief Inspector of Prisons and comments made by groups such as the Howard League for Penal Reform as well as public opinion • Comment may be made about the suitability of prison for many of the current inmates and for some current offences • Evidence may be presented regarding the current prison situation. • The high number of prisoners who are repeat offenders • The high number of prisoners who commit crime soon after release • The increasing number of criminals who are sent to prison • The increasing number of offences that lead to people being sent to prison <p>AO3 = 8</p>	
10	1	<p>Which agreement regarding human rights has been signed by all members of the Council of Europe, including the UK?</p> <p>Correct Response – The European Convention on Human Rights.</p> <p>AO1 – 1 mark</p>	1

10	2	<p>“Magna Carta provides the basis for the values underpinning British Society.</p> <p>Considering a range of evidence, to what extent do you agree or disagree with this statement?</p> <p>In your answer you should consider:</p> <ul style="list-style-type: none"> • Aims of the Magna Carta • Principles and values that underpin British society <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">7–8</td> <td> Developed and sustained analysis of a wide range of evidence and views related to the citizenship issue. Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument. </td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td> Analysis of a range of evidence and views related to the citizenship issue. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent. </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td> Basic analysis of a limited range of evidence and views related to the citizenship issue. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks. </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td> Limited evidence presented and/or evidence presented is not directly related to the citizenship issue. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made. </td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing to credit.</td> </tr> </tbody> </table>	Level	Marks	Descriptor	4	7–8	Developed and sustained analysis of a wide range of evidence and views related to the citizenship issue. Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument.	3	5–6	Analysis of a range of evidence and views related to the citizenship issue. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.	2	3–4	Basic analysis of a limited range of evidence and views related to the citizenship issue. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.	1	1–2	Limited evidence presented and/or evidence presented is not directly related to the citizenship issue. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.	0	0	Nothing to credit.	8
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		<p>Indicative comment</p> <p>Points made supporting the claim may include:</p> <ul style="list-style-type: none"> • Arguments surrounding Magna Carta’s importance in securing the rights of British citizens against the monarch. • Arguments surrounding the basic human and legal rights fundamental to the British system and the origins in the Magna Carta 	
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		<ul style="list-style-type: none"> • Arguments linking the influence of the Magna Carta to modern pieces of equality legislation such as the Human Rights Act 1998. Equality for citizens is a fundamental principle of British society • Acknowledgment that democracy is a key value underpinning British society and that the foundations for British democracy originate from the Magna Carta • Whilst many of the clauses of the Magna Carta are irrelevant today, it still forms the basis of freedoms and liberties now enjoyed in Britain <p>Points made against its importance today may include:</p> <ul style="list-style-type: none"> • Arguments to say that the Magna Carta was actually created to protect land owners (the wealthy) feudal rights and not the masses' human rights • Argument to claim multiculturalism and tolerance of other faiths not reflected in the Magna Carta which is fundamental to modern British values • Arguments surrounding the claim that movements such as the suffragettes and gay rights have contributed to modern British values more than the Magna Carta • There is an argument to say that in modern Britain it is the UDHR that provides a stronger basis for the values of individual liberty and mutual respect and tolerance of those with different faiths that underpin British society <p>AO3 = 8</p>	
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TOTAL MARKS FOR THIS SECTION – 40

