

Assessment criteria

Assessment criterion 1: Enquiry into the citizenship issue (AO1: 5 marks, AO3: 5 marks)

Mark range	Descriptor
0	<ul style="list-style-type: none"> No evidence of enquiry.
1-3	<ul style="list-style-type: none"> Student shows limited recall of knowledge and understanding. Evidence may show the values, ideas and viewpoints either locally or nationally, or limited evidence of both local and national. Links between the issue and citizenship themes lack development. Response shows little evidence of own view.
4-6	<ul style="list-style-type: none"> Student shows some recall, selection and communication of knowledge and understanding of the issue. Evidence presented shows awareness of the values, ideas and viewpoints locally and nationally. Student makes some links between the issue and citizenship themes. Own view not fully supported.
7-10	<ul style="list-style-type: none"> Student recalls, selects and coherently communicates their knowledge and understanding of the issue. Evidence shows understanding of values, ideas and viewpoints both locally and nationally. Student makes links between the issue and citizenship themes and presents a coherent personal view.

Assessment criterion 2: Application of skills of advocacy and representation (AO2: 10 marks, AO3: 5 marks)

Mark range	Descriptor
0	<ul style="list-style-type: none"> No evidence of application of skills of advocacy and representation.
1-4	<ul style="list-style-type: none"> Only a single viewpoint is presented, or two or more viewpoints are partially expressed in evidence. Lack of evidence of skill of communicating, influencing and persuading people in positions of power and others. Only one person communicated with, or two people partially communicated with, or people communicated with are not in positions of power. Own view is therefore not adequately referenced to other viewpoints and the argument presented is therefore limited. Evidence may not show skill of advocacy but may suggest that the skill has been used.
5-8	<ul style="list-style-type: none"> Two different viewpoints in evidence. Partial use of skill of communicating, influencing and persuading one or two people in positions of power- which may not be informed because of a lack of clear expression of own view. Lack of adequate analysis in understanding why viewpoints are held. Evidence will show skills of advocacy, and may be an authenticated video or tape recording, a signed witness testimony or observation record.
9-12	<ul style="list-style-type: none"> Two viewpoints clearly expressed in evidence gathered with some analysis of why views are held. Some use of skill of communicating, influencing and persuading two people in positions of power informed by ability to express own viewpoint. Evidence will directly show skills of advocacy, and can be an authenticated video or tape recording, a signed witness testimony or observation record.
13-15	<ul style="list-style-type: none"> At least two viewpoints presented in evidence coherently with analysis of why views are held. Student uses skill of communicating with people in positions of power and others to influence and persuade. Own viewpoint is well expressed with reference to the evidence and communication undertaken and a convincing argument for own view is presented. Evidence will directly show skills of advocacy, and may be an authenticated video or tape recording, a signed witness testimony or observation record.

Assessment criterion 3: Participation in action to address the citizenship issue (AO2: 15 marks)

Mark range	Descriptor
0	<ul style="list-style-type: none"> • Student does not participate in action.
1-4	<ul style="list-style-type: none"> • Application of skills and understanding in addressing citizenship when participating in action is limited. Student has a limited or no understanding of own impact on the issue. • Limited evidence of consultation with others, representing the views of others or presenting a case for action. Limited evidence of action that contributes or relates to case presented. • Evidence may be unsuitable or occasionally appropriate and may suggest skills have been used. Evidence presented is insufficient in showing links between action and citizenship.
5-8	<ul style="list-style-type: none"> • Student shows some application of skills and understanding in addressing citizenship when participating in action. Student shows some understanding of own impact on the issue. • Student undertakes some consultation with others but this may not fully inform the case presented and the case for action may not be representative. Action has some relevance to the case presented but may be undermined by lack of consultation. • Suitable evidence is presented which shows application of a limited number of skills and some links between action and citizenship.
9-12	<ul style="list-style-type: none"> • Student shows good application of skills and understanding in addressing citizenship when participating in action. Student understands aspects of own impact on the issue. • Student undertakes consultation and this informs the case they present for action which may be representative of the views of others. Action undertaken is mostly relevant to the case presented. • Suitable evidence is presented which shows good application of skills and links between action and citizenship. Evidence presented makes frequent links between action and citizenship.
13-15	<ul style="list-style-type: none"> • Excellent application of skills and understanding in addressing citizenship when participating in action. Student fully understands own impact on the issue. • Student undertakes comprehensive consultation that fully informs the case for action. Action undertaken is appropriate and relevant to the case presented. • Suitable evidence is presented which clearly shows excellent application of skills and links between action and citizenship.

Assessment criterion 4: Assessment of the impact of own action (AO2: 5 marks, AO3: 5 marks)

Mark range	Descriptor
0	<ul style="list-style-type: none"> No assessment of the impact of own actions.
1-3 QWC i-ii-iii	<ul style="list-style-type: none"> Limited valid application of knowledge and understanding in assessing how action contributed to communities and the wider world. Student shows limited assessment of action and the consequent impact on own view. Limited conclusions drawn. There are many spelling and punctuation errors and negligible use of specialist vocabulary.
4-6 QWC i-ii-iii	<ul style="list-style-type: none"> Some valid application of knowledge and understanding in assessing how action contributed to communities and the wider world. Student assessment and evaluation of action lacks some detail but is mostly coherent. Student shows some analysis of the impact on own view. Some conclusions may be drawn. There are occasional spelling and punctuation errors. Specialist vocabulary may be used accurately but not sustained throughout.
7-10 QWC i-ii-iii	<ul style="list-style-type: none"> Excellent application of knowledge and understanding in assessing how action contributed to communities and the wider world. Student detailed and coherent assessment and evaluation of action and analysis of impact on own view. Reasoned conclusions drawn. Writing will be fluent and any errors will not detract from the overall performance. Use of specialist vocabulary will be assured and consistent throughout.