

Assessment criteria

Assessment criterion 1: Development of a campaign strategy for the issue (AO2: 10 marks, AO3: 5 marks)

Mark range	Descriptor
0	<ul style="list-style-type: none"> No evidence of a campaign strategy.
1-4	<ul style="list-style-type: none"> Limited application of knowledge, skills and understanding when planning a citizenship campaign. Student makes insufficient links between the campaign plan, stated outcomes and citizenship issues and plan provided does not satisfactorily show management of time and resources. Methods chosen for campaigning show limited relevance to the issue and target responders. Conclusions lack coherence and relevance.
5-8	<ul style="list-style-type: none"> Some application of knowledge, skills and understanding when planning a citizenship campaign. Links between the campaign plan, stated outcomes and citizenship issues lack some coherence. A brief written plan is provided that shows some management of time and resources. Methods chosen for campaigning show some relevance to the issue and target responders. Conclusions have some relevance but are not sufficiently related to planning.
9-12	<ul style="list-style-type: none"> Good application of knowledge, skills and understanding when planning a citizenship campaign. Some coherent links are made between the campaign plan, stated outcomes and citizenship issues. A brief written plan is provided that shows satisfactory management of time and resources. Methods chosen for campaigning are mostly relevant to the issue and target responders. Representative conclusions drawn that inform the planning to a limited extent.
13-15	<ul style="list-style-type: none"> Excellent application of knowledge, skills and understanding when planning a citizenship campaign. Coherent and relevant links are made between the campaign plan, stated outcomes and citizenship issues. Evidence includes a brief written plan that shows good management of time and resources. Methods chosen for campaigning are relevant to the issue and target responders. Representative conclusions are drawn that fully inform the planning.

Assessment criterion 2: Participate in the campaign (AO2: 20 marks)

Mark range	Descriptor
0	<ul style="list-style-type: none"> No evidence of participating in a campaign
1-4	<ul style="list-style-type: none"> Campaign method and execution shows may not support application of skills of taking action to influence others, bring about change or resist change if appropriate when taking part in a campaign. Evidence may be incomplete. Student does not adequately negotiate with those in positions of power and others, and is not able to influence people regarding the campaign aims. Student participation shows limited relevance to citizenship issues. The views and opinions of others, presented in the evidence, also suggest limited application of knowledge, skills and understanding by the student.
5-8	<ul style="list-style-type: none"> Campaign method and execution partially supports application of skill of taking action to influence others, bring about change or resist change if appropriate when taking part in a campaign in evidence. Student negotiates with people in positions of power and others with limited success in presenting the campaign aims and therefore little success in being persuasive. Student participation shows some relevance to citizenship issues. The views and opinions of others, presented in the evidence, suggest some application of knowledge, skills and understanding by the student.
9-12	<ul style="list-style-type: none"> Campaign method and execution mostly supports skill of taking action to influence others, bring about change or resist change if appropriate when taking part in a campaign. Student negotiates with people in positions of power and others with some success in presenting the campaign aims and related success being persuasive. Student participation shows relevance to citizenship issues. The views and opinions of others, presented in the evidence, suggest adequate application of knowledge, skills and understanding by the student.
13-16	<ul style="list-style-type: none"> Some relevant application of skill of taking action to influence others, bring about change or resist change if appropriate when taking part in a campaign supported by evidence of testimony. Student negotiates well with people in positions of power and others with some success in presenting the campaign aims and is therefore able to be persuasive. Student participation shows some clear relevance to citizenship issues. The views and opinions of others, presented in the evidence, suggest good application of knowledge, skills and understanding by the student both in terms of the issue, and the strategy.
17-20	<ul style="list-style-type: none"> Comprehensive and relevant application of skills of taking action to influence others, bring about change or resist change if appropriate when taking part in a campaign and fully supported by method and execution of campaign. Student exhibits excellent negotiation skills with people in positions of power and others and is clearly persuasive and influential about the campaign aims. Student participation is clearly relevant to citizenship issues. The views and opinions of others, presented in the evidence, suggest excellent application of knowledge, skills and understanding by the student both in terms of the issue, and the strategy.

**Assessment criterion 3: Evaluation of the outcome of own actions in the campaign
(AO1: 5 marks, A03: 10 marks)**

Mark range	Descriptor
0	<ul style="list-style-type: none"> No evidence of evaluation of outcomes.
1-4 QWC i-ii-iii	<ul style="list-style-type: none"> Limited analysis of evidence to assess whether outcomes have been met. Little or no reference to evidence. Limited assessment of impact of campaign on communities and the wider world. Lack of reasoned argument and conclusions drawn. There is a high incidence of spelling and punctuation errors and negligible use of specialist vocabulary.
5-8 QWC i-ii-iii	<ul style="list-style-type: none"> Occasional analysis of evidence to assess whether outcomes have been met. Occasional reference to evidence. Some assessment of impact of campaign on communities and the wider world. Student makes some reasoned conclusions but these lack coherence. Command of English is limited with frequent spelling and punctuation errors and limited use of specialist vocabulary.
9-12 QWC i-ii-iii	<ul style="list-style-type: none"> Good application and analysis of evidence to assess whether outcomes have been met. Some valid references to evidence. Reasoned argument for impact of campaign on communities and the wider world with supporting evidence. Student makes some reasoned valid conclusions. There are only occasional spelling and punctuation errors. Specialist vocabulary will be used mainly accurately but not sustained throughout.
13-15 QWC i-ii-iii	<ul style="list-style-type: none"> Excellent analysis of evidence to assess whether outcomes have been met. Frequent valid references to evidence. Reasoned and sustained argument for impact of campaign on communities and the wider world with supporting evidence. Conclusions are valid, reasoned and coherent. Writing will be fluent and any errors will not detract from the overall performance. Use of specialist vocabulary will be assured and consistent throughout.