



General Certificate of Education

Citizenship Studies

**CIST2 – Democracy, Active Citizenship
and Participation**

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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Dr Michael Cresswell Director General

GCE CITIZENSHIP STUDIES Unit 2**GENERIC MARK SCHEME for Section A – Question

0	1
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 (5 marks)**

Level	Assessment Objective AO1 Knowledge and Understanding
Level 3	<p>(4–5 marks)</p> <p>Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples are used to relate knowledge and understanding to citizenship issues.</p>
Level 2	<p>(2–3 marks)</p> <p>Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.</p>
Level 1	<p>(1 mark)</p> <p>Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories. Candidates may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.</p>
	<p>(0 marks)</p> <p>No relevant response.</p>

GENERIC MARK SCHEME for Section A – Question 0 2 (10 marks)

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action
3	<p>(3–4 marks)</p> <p>Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples are used to relate knowledge and understanding to citizenship issues.</p>	<p>(3 marks)</p> <p>The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p>(3 marks)</p> <p>A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the candidate's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.</p>
2	<p>(2 marks)</p> <p>Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.</p>	<p>(2 marks)</p> <p>The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p>(2 marks)</p> <p>A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation. There may be occasional errors of spelling, punctuation and grammar.</p>

GENERIC MARK SCHEME for Section A – Question 0 2 continued

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action
1	<p>(1 mark)</p> <p>Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories. Candidates may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.</p>	<p>(1 mark)</p> <p>The response contains little evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p>(1 mark)</p> <p>There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p>
	<p>0 marks</p> <p>No relevant response.</p>	<p>0 marks</p> <p>No relevant response.</p>	<p>0 marks</p> <p>No relevant response.</p>

GENERIC MARK SCHEME for Section A – Question 03 and 04 (15 marks)

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action
3	<p>(5–6 marks)</p> <p>Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples are used to relate knowledge and understanding to citizenship issues.</p>	<p>(4–5 marks)</p> <p>The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p>(3–4 marks)</p> <p>A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate the response recognises and draws upon the candidate’s own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.</p>
2	<p>(3–4 marks)</p> <p>Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.</p>	<p>(2–3 marks)</p> <p>The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p>(2 marks)</p> <p>A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation. There may be occasional errors of spelling, punctuation and grammar.</p>

GENERIC MARK SCHEME for Section A – Question 03 and 04 continued

<p>1</p>	<p>(1–2 marks) Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories. Candidates may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.</p>	<p>(1 mark) The response contains little evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p>(1 mark) There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive.</p>
	<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>

GENERIC MARK SCHEME for Section B – Question 0 5 (5 marks)

Level	AO3 Communication and Action
3	<p>(4-5 marks)</p> <p>A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate the response recognises and draws upon the candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.</p>
2	<p>(2-3 marks)</p> <p>A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</p>
1	<p>(1 mark)</p> <p>There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p>
	<p>0 marks</p> <p>No relevant response.</p>

GENERIC MARK SCHEME for Section B – Question 06 and 07 (15 marks)

Level	AO2 Analysis and Evaluation	AO3 Communication and Action
<p>3</p>	<p>(3 marks)</p> <p>The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p>(9–12 marks)</p> <p>A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate the response recognises and draws upon the candidate’s own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.</p>
<p>2</p>	<p>(2 marks)</p> <p>The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p>(5–8 marks)</p> <p>A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</p>
<p>1</p>	<p>(1 mark)</p> <p>The response contains little evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p>(1–4 marks)</p> <p>There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p>
	<p>0 marks</p> <p>No relevant response.</p>	<p>0 marks</p> <p>No relevant response.</p>

GENERIC MARK SCHEME for Section B – Question 08 (25 marks)

Level	AO3 Communication and Action
<p>3</p>	<p>(17–25 marks)</p> <p>A range of relevant evidence is selected and organised which forms the basis of the arguments being presented.</p> <p>Arguments are clear and logical and the response uses appropriate citizenship terminology.</p> <p>Where appropriate the response recognises and draws upon the candidate’s own experiences in relation to citizenship participation.</p> <p>The response should be legible with few, if any, errors of spelling, punctuation and grammar.</p>
<p>2</p>	<p>(9–16 marks)</p> <p>A range of information is selected and organised, from which arguments are developed.</p> <p>The response makes good use of appropriate citizenship terminology.</p> <p>Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation.</p> <p>The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</p>
<p>1</p>	<p>(1–8 marks)</p> <p>There is little or no attempt to select and organise information and construct arguments.</p> <p>The response makes limited use of appropriate citizenship terminology.</p> <p>Where appropriate the response indicates only a limited ability to discuss basic elements of citizenship participation.</p> <p>Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p>
	<p>0 marks</p> <p>No relevant response.</p>

The following indicative content is to be used in conjunction with the Generic Mark Bands. The points identified are those expected to be found in highest level responses within Level 3. Responses judged to be characterised by lower levels are likely to include progressively fewer relevant points.

In addition to the indicative content detailed here, all relevant responses will be given credit.

SECTION A

0 1 Identify and briefly explain **two** possible consequences of this campaign. (5 marks)

Level 3	4–5 marks	Two clearly identified consequences identified, eg sense of community cohesion and community empowerment, the belief that individuals can make a difference, direct impact of lack of use and waste disposal of plastic bags. This list is not exhaustive. National or international consequences may be included.
Level 2	2–3 marks	Only one clear or two partial examples quoted of the impact of the campaign.
Level 1	1 mark	Partial attempt to outline one consequence.

0 2 Using the extract and your own knowledge, explain what factors make a local campaign successful. (10 marks)

AO1

Level 3 (3-4 marks). Responses will outline clearly the nature of the campaign described in the source and/or may outline other examples of local campaigning. These can be national or international campaigns that operate at a local level.

Level 2 (2 marks). Responses will outline in general terms factors that influence campaigning, the explanation may be generic and not specific to local campaigning.

Level 1(1 mark). Responses will contain a limited number of examples of issues relating to campaigning some of which may be key factors.

AO2

Level 3 (3 marks). Responses clearly indicate what is understood by the term ‘successful’ when used in relation to a campaign, ie achieving its aims, raising the issue, media coverage. In relation to the campaign outlined in the source, candidates may mention how this campaign has grown into a world-wide campaign. This campaign has impacted upon UK government policy and has led to action by UK major retailers. The response may mention why and how this campaign has developed.

Level 2 (2 marks). Responses will outline in general terms what makes a successful campaign. The examples quoted may be related to other campaigns. Limited attempt to place factors in any order.

Level 1 (1 mark). Responses will outline in very general terms what may constitute a successful campaign. One or two examples of campaigns may be quoted.

AO3

Level 3 (3 marks). Responses will explain how the campaigning outlined is a good example of active citizenship and local campaigning. The response will use a wide range of citizenship terminology correctly. The response will indicate how and why this campaigning was successful. The response may draw upon other examples of local campaigning, some of which may have involved the candidate.

Level 2 (2 marks). Responses will contain some citizenship terminology which is applied correctly. Some reference to other examples of local campaigning.

Level 1 (1 mark). Responses will contain a limited number of citizenship terms which may not be developed to indicate full understanding. The response may make reference to other campaigns.

0 3 Assess the reasons why some types of media appear to be more influential than others in forming the political attitudes of citizens. *(15 marks)*

AO1

Level 3 (5-6 marks). Responses will mention a broad range of different forms of the mass media and may include mention of e-media formats. The nature of media influence should be mentioned in a range of contexts: political, social or economic. The nature and size of audiences will be mentioned as well as the transnational role of the media ownership. Mention may be made of the nature of restrictions placed on some types of media, ie the BBC by its Charter.

Level 2 (3-4 marks). Responses will focus on a narrower range of types of media. Some attempt to link to political issues.

Level 1 (1-2 marks). Responses will focus on one or two types of media and outline in general terms the influence of the media.

AO2

Level 3 (4-5 marks). Responses may either accept or challenge the thrust of the question. It is valid to suggest that the influence of the media is marginal and sometimes transitory. The nature of the role of different media formats will be discussed regarding their differing influences.

Level 2 (2-3 marks). Responses will outline a limited number of reasons why one form of the media is more influential than another. The account will be more descriptive than evaluative.

Level 1 (1 mark). Responses will outline in general terms how the media has influenced the views of citizens. Very limited evaluative evidence presented.

AO3

Level 3 (3-4 marks). Responses will be linked to several case studies regarding the influence of the media. These cases will relate either to the impact of the media or the differing impacts of different forms of the media. The response will include good use of citizenship terminology in relation to the impact of the media upon the citizen and how this allows the citizen to impact upon decision making and/or the political process.

Level 2 (2 marks). Responses will contain some citizenship terminology which is applied correctly. Some reference to the impact of the media in regard to forming political attitudes.

Level 1 (1 mark). Responses will contain a limited numbers of citizenship terms which may not be developed to indicate full understanding. The response may make reference to the impact of the media.

0 4

‘With local, devolved, national and European, there are too many levels of government.’

Critically examine the case for **or** against reforming the current structure of government in the UK.

(15 marks)

AO1

Level 3 (5-6 marks). Responses will demonstrate a clear knowledge and understanding of a range of different levels of government that currently operate within the UK. An understanding of the tiered approach to government and the central role of national government within the UK system will be explained. A number of points should be included regarding either reform or retention of the system. The case made may combine points that are either generic – conceptually based or related to distinct provision by identified levels of government. The response may relate to concepts like local democracy, accountability, provision of services. In regard to local government, responses may relate to contemporary examples or recent changes due to devolution including the establishment of the GLA and the move to unitary authorities and directly elected mayors. The term European has been included in the question as candidates may wish to discuss the role of the European Parliament and MEPs or the role of other bodies and their impact upon government in the UK.

Level 2 (3-4 marks). Responses will make reference to a range of different tiers of government within the UK. Some attempt to outline the role of the differing levels of government. The points made may be supported by the use of case studies. There will be a clear linkage between the points being made.

Level 1 (1-2 marks). Responses will outline the work undertaken by some of the differing levels of government in the UK. Limited attempt to make comparative statements.

AO2

Level 3 (4-5 marks). The question asks candidates to examine the case for or against reforming the structure of government in the UK. The response should clearly indicate which case is being argued. At this level the response should follow a clearly defined argument and relate to more than one level of government. The points made may relate to either conceptual views regarding government, its role and its relationship to its citizens or contain ideas related to services and public involvement that relate to more than one level of government. Where candidates cover both sides of the argument particular attention should be paid to the concluding comments. The points being made by those proposing reform should be realistic suggestions.

Level 2 (2-3 marks). Responses will clearly indicate which side of the argument they are supporting. Several points will be made to support the case for or against the proposition. Some attempt to draw a clear conclusion based upon the evidence provided.

Level 1 (1 mark). Responses will contain a range of points relating to the structure of government. The points made will not be drawn together into a convincing case.

AO3

Level 3 (3-4 marks). Responses should contain a range of terminology associated with the nature and operation of government. The case being made should be well organised and explained.

Level 2 (2 marks). Responses will contain some citizenship terminology which is applied correctly. Some reference to the role of different levels of government. Some attempt to draw together the evidence presented into a clear conclusion.

Level 1 (1 mark). Responses will contain a limited numbers of citizenship terms which may not be developed to indicate full understanding. The response may outline the role of government but the response may not contain a clear evidence trail that allows a conclusion to be drawn.

SECTION B

0 5 Briefly outline how you developed an area of citizenship knowledge in order to undertake an active citizenship task. *(5 marks)*

Level 3	4–5 marks	The response clearly identifies an area of subject knowledge from the specification. The account clearly outlines the means by which the candidate developed their subject knowledge in relation to their own active participation. There is clear linkage between the task and the knowledge researched.
Level 2	2–3 marks	The response is partial and does not give a clear understanding of how the candidate has developed their own subject knowledge in relation to their own active citizenship participation. The linkage between the knowledge and the nature of the participation is not well developed.
Level 1	1 mark	Limited account of a knowledge area linked to citizenship.

0 6 What are the advantages **and** disadvantages of working on your own when carrying out citizenship activities? Use examples of your own activity to support the points you are making. *(15 marks)*

AO2

Level 3 (3 marks). Responses should explore the pros and cons on individual work to achieve an intended purpose and candidates should deal with both the advantages and disadvantages of working on your own. The response should be based upon the candidate's own activities. The response should indicate a rationale for working alone, eg control of the process, timings to suit the individual, individual target setting, developing one's own interests. It should also indicate a rationale for not working alone, eg sharing out the work, group membership able to target a wider audience, etc.

Level 2 (2 marks). Responses will outline a range of examples regarding working alone and working with others. The account will be clearly linked to tasks the candidate has undertaken. Several indicators will be outlined regarding both advantages and disadvantages.

Level 1 (1 mark). Responses may be partial and lack a clear range of examples to support the points being made. The responses may over emphasise one mode of working over the other.

AO3

Level 3 (9-12 marks). Reference will be made to the development of citizenship skills such as advocacy, negotiation, planning, decision making and problem solving. Various roles will be discussed in relation to the nature of their participation for example leadership, delegation and responsibility. The response will be clearly underpinned by the nature of the active participation outlined in the response. The response will use appropriate terms in their correct context.

Level 2 (5-8 marks). Responses will contain some citizenship terminology which is applied correctly. Clear reference to the candidate's own participation in a range of suitable citizenship activities. Some attempt to draw together the evidence presented into a clear conclusion.

Level 1 (1-4 marks). Responses will contain a limited numbers of citizenship terms which may not be developed to indicate full understanding. The response may include limited references to the candidate's own active citizenship participation. The response may not contain a clear evidence trail that allows a conclusion to be drawn.

0 7

What issues arise when ordinary citizens are involved in making decisions about their local community? You may use examples from your own community to support the points you are making. (15 marks)

AO2

Level 3 (3 marks). Responses will clearly indicate an understanding of the concept of community involvement. The areas in the sources will be examined. The response will indicate issues relating to greater and less involvement by ordinary citizens in local decision making. The response will contain examples of how citizens are already involved in local decision making, eg voting in local elections, local referendums and community gatherings and consultations.

Level 2 (2 marks). Responses will contain a range of examples or a case study of direct citizen involvement in local decision making. Several strands will be developed from the evidence presented. The response will provide a balanced view of points for and against greater involvement by local citizens in decision making.

Level 1 (1 mark). Responses will contain a limited number of examples of existing ways in which citizens are involved in local decision making. A few issues are raised and discussed.

AO3

Level 3 (9/12 marks). Responses will clearly indicate an understanding of concepts like direct and representative democracy. Issues like control and accountability should be outlined. The response will draw upon the candidate's own participation and other examples of active citizenship to develop the points being made. The term 'ordinary citizens' should be explored. Who should participate - all the people or only some groups? How should they participate? When is a decision a decision? The response should communicate using *citizenship* terminology in its correct context.

Level 2 (5-8 marks). Responses will contain a number of references to the candidate's own active citizenship participation. Some attempt to outline a range of issues that arise from a citizen's direct involvement in local decision making. Some clear use of correct citizenship terminology.

Level 1 (1-4 marks). Responses will contain some reference to the candidate's own experiences. A limited number of issues will be raised by not always fully developed. The response may be imbalanced and partial. Some attempt to apply a limited number of citizenship terms.

0 8 Critically assess the claim that active citizens are an essential component of democratic society. *(25 marks)*

AO3

Level 3 (17-25 marks). Responses adopt a broad approach regarding a definition of the term active citizenship. The response should include numerous contemporary examples of active citizenship and the candidate's own active citizenship participation during the course.

Candidates should explore and reflect upon the degree of success or failure of the action they participated in. The response will focus upon the nature of a democratic society and how it needs participating citizens to function. The response may cover a range of forms of political participation linked to the democratic process. The response will indicate that there is a range and development that occurs in regard to the role they perform within a democratic society, ie voter, standing for office, organising others to bring about change. As well as referencing theories of participation, candidates should also relate their own actions to the concepts they have been exploring such as democracy, justice, power, influence, etc. The conclusion should be based upon the evidence presented and the response at the highest level will clearly critically assess the claim rather than assume it is totally correct. Case studies from other countries may be included.

Level 2 (9-16 marks). Responses will clearly demonstrate a clear understanding of the term active citizenship with the use of examples. The response will draw upon the candidate's own experiences. The account will have a clear structure which raises a number of issues regarding the question. The response will use a number of citizenship terms and concepts correctly in relation to the question. The response will draw a clear conclusion based upon the evidence presented.

Level 1 (1-8 marks). Responses will incorporate a number of examples of citizenship participation. The response may make reference the candidate's own participation. There will be an understanding shown of the term active citizenship. The response will cover several points but the evidence trail may be disjointed and not lead to a clear conclusion. The response will incorporate a few examples of citizenship terminology and concepts but the supporting evidence of understanding may be limited.

ASSESSMENT OBJECTIVE GRID

Assessment Objective	Section A				Section B				Total Marks by Assessment Objective
	0 1	0 2	0 3 or 0 4		0 5	0 6	0 7	0 8	
AO1	5	4	6		0	0	0	0	15
AO2	0	3	5		0	3	3	0	14
AO3	0	3	4		5	12	12	25	61
Total	5	10	15		5	15	15	25	90