



General Certificate of Education

Citizenship Studies 1101

**Unit 1 (CIST1) Identity, Rights and
Responsibilities**

Report on the Examination

2010 examination - June series

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Unit 1 (CIST1): Identity, Rights and Responsibilities

General Comments

This was the third examination of the new Citizenship Studies specification. The examination was split into two sections: 'Identity' and 'Rights and Responsibilities'.

There appeared to be very few rubric errors. Also, candidates were able to adequately answer all the questions on the paper in the time provided. There is still some evidence that candidates are not allocating their time in the examination in relation to the marks available, with insufficient time being devoted to Questions 07 & 08 at the end of the paper. Candidates are again reminded to allocate time in proportion to the marks available. There were a good number of candidates that provided excellent responses in line with examiner expectations throughout the paper, but there seemed to be a clear disparity on this paper between candidates' marks for Questions 03 & 04 compared to Questions 07 & 08. Part of this disparity may be timing, but some also would be preparation by the candidates. Centres are reminded that questions will be drawn from the whole specification which contains some considerable factual knowledge. There were responses with a range of quality from excellent to poor, with some candidates appearing not to have been adequately prepared for the AS examination at all.

Each section has a compulsory question and a choice of two questions of which one is answered. Questions 03 & 04 and 07 & 08 were chosen fairly equally by candidates.

Section A - Identity

Question 01

Whilst the vast majority of candidates were able to explain the concept of racism sufficiently in their answers, there was a dearth of responses that had clear and concise understanding of institutional racism. Bearing in mind the source was based on the concept of institutional racism, so students could glean information from it, there was in general very limited understanding and explanation of institutional racism. Some candidates did give very concise and accurate explanations showing full understanding of institutional racism. It is worth reminding candidates to avoid using terms from the question in their answers if they are asked to explain the term.

Question 02

The majority of candidates were able to make a good attempt at answering this question. There was a range of quality, but there were many good answers that had good knowledge and understanding of the various ways racism was being tackled in the UK and how these approaches were meant to work. Candidates that were able to offer specific campaigns, legislation and curriculum areas were duly rewarded, whilst more general answers were less favourably rewarded.

Question 03

This question elicited a number of good responses, particularly from candidates that were able to offer a balanced analysis of whether identity was shaped by social class. A number of candidates were able to provide alternative influences on identity other than class, and, as might be expected, were appropriately rewarded. A number of candidates, however, failed to appreciate the need for balance in such a question and therefore gave one-sided accounts of

how class influences identity. These answers gained less credit. Many candidates were unable to provide the depth that might be expected in an AS level examination.

Section B – Rights and Responsibilities

Question 04

This was the more popular of the two choices in this section. Many candidates were able to offer balanced analysis of the influence of the mass media in forming citizens' views of different groups. Some answers showed good understanding of the term mass media, ownership and differences within the media, different social groups and some media influence theories. The most common approach was to explain how the media treated social groups, a particular approach was to comment on how the media portrayed young people as 'chavs'. It was then often remarked that all young people are not 'chavs'. This approach gained some recognition, but not in the higher levels. Likewise, to gain Level 3 it would be expected that candidates would go further than discussing the media's ability to have positive portrayals as well as negative portrayals of social groups.

Question 05

Candidates were given some leeway in deciding what duties would be rewarded. The question was formulated so that candidates could identify duties for lower level marks and would move to the higher levels by explaining the duty, and why it was a duty in the UK. A number of duties were particularly popular including obvious ones like jury service, obeying the law, paying taxes, and voting. It was the explanation of why voting and other duties were such that gained the top marks. Candidates who didn't explain the duties failed to get out of Level 1.

Question 06

This question caused more difficulty than was expected. This section is entitled 'Rights and Responsibilities' and the specification clearly points to the European Court of Human Rights as necessary knowledge. The vast majority of candidates understood that a UK citizen would take their case to the ECtHR when they felt their rights were breached, and a good number of candidates were able to offer examples of rights protected. The vast majority were unable to demonstrate the circumstances when a case could go to the ECtHR, the position in the legal system hierarchy or specific examples of cases taken to the court and their outcomes. Candidates, as a result, did not score highly on this question. A very small proportion of candidates showed knowledge and understanding of the ECtHR and were thus able to get into the top level, but this was very rare.

Question 07

This was the more popular of the two choices in this section, yet the vast majority were not in a position to be able to attempt this question. Unfortunately, the vast majority of candidates had very limited knowledge of judicial review and were therefore unable to give developed analytical responses to its importance in protecting individual rights. Many candidates confused judicial review with the role of the judge, the trial process and the appeals process. What was also surprising was that very few candidates looked at other aspects of defending individual rights, like Parliament, the media, campaign groups, etc. Those candidates that had knowledge of judicial review scored highly. Judicial review is firmly in the specification and may well be encountered again.

Question 08

A surprising number of candidates did not know the difference between solicitors and barristers, and some confused barristers with judges. Those candidates that knew the difference in roles and were able to discuss whether both were needed, scored highly. Candidates did talk about the 'cab rank' rule, the specialisation of two professions, etc. However, where candidates had limited knowledge of the roles, they didn't get into the higher levels.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results Statistics page of the AQA Website: <http://www.aqa.org.uk/over/stat.html>.