



**General Certificate of Education
January 2011**

Citizenship Studies

CIST1

Identity, Rights and Responsibilities

Unit 1

Mark Scheme

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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GCE CITIZENSHIP STUDIES Unit 1
GENERIC MARK SCHEME for Questions

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0	5
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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 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 Questions 0 2 and 0 6

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>

<p>2</p>	<p>(2 marks) 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) 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) 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>
<p>1</p>	<p>(1 mark) Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories. Candidates may make a limited attempt 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 and the response may not be legible.</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 Questions 0 3 , 0 4 and 0 7 , 0 8

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>

<p>1</p>	<p>(1–2 marks)</p> <p>Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories. Candidates may make a limited attempt 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.</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>

The following indicative content is to be used in conjunction with the generic mark bands. In addition to the indicative content detailed here, all relevant responses will be given credit.

Section A – Identity

Total for this section: 30 marks

0	1	Briefly explain what is meant by the term <i>active citizens</i> as used in the extract. (5 marks)
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The response demonstrates a clear understanding of the term *active citizens*. This understanding is likely to focus on the idea that citizens are members of a society, have a responsibility to participate for the benefit of others in that society and that they should fulfil their duties by, for example, not committing crime. Specifically, candidates are expected to have understanding of the notion of a citizen, the meaning of *active citizen* and be able to give examples to confirm understanding.

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| Level 3 | (5 marks) | Response fully explains <i>active and citizens</i> . Likely to show understanding of active citizens through linking citizens' rights to responsibilities or emphasising the responsibilities of new citizens. Likely to give an example such as volunteering in the community, being a school governor, helping a charity, working in a community project, etc. |
| | (4 marks) | Response fully explains <i>active and citizens</i> . Likely to show understanding of active citizens through linking citizens' rights to responsibilities or emphasising the responsibilities of new citizens likely without examples. |
| Level 2 | (3 marks) | Partial or incomplete response to explain <i>active and citizens</i> with examples. |
| | (2 marks) | Partial or incomplete response to explain <i>active and citizens</i> with limited or no examples. |
| Level 1 | (1 mark) | Limited or partial understanding of the term <i>active citizens</i> . |

0	2	Outline some of the major trends in immigration to the UK in recent years. (10 marks)
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AO1

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| Level 3 | (3-4 marks) | At the highest level, answers demonstrate knowledge of the major trends in immigration to the UK in recent years. Likely responses are immigration from the West Indies after World War 2, immigration from the Indian sub-continent from the 1960s onward and European immigration since EU expansion in 2004. Perhaps two or three waves of immigration mentioned. Non-geographical trends such as skilled/unskilled workers will be rewarded. |
| Level 2 | (2 marks) | Answers demonstrate less accurate knowledge of immigration to the UK in recent years, with gaps in knowledge or errors. Perhaps one or two waves of immigration mentioned. |
| Level 1 | (1 mark) | Limited knowledge of the major trends in immigration to the UK in recent years. |

AO2

Level 3	(3 marks)	Answers at this level will show explicit and detailed explanation and/or analysis of the major trends in immigration to the UK in recent years. Analysis is required as to why they may be considered major trends.
Level 2	(2 marks)	Answers at this level will contain evidence of the major trends in immigration to the UK in recent years, but this will be more limited.
Level 1	(1 mark)	Answers will contain little evidence of the major trends in immigration to the UK in recent years.

AO3

Level 3	(3 marks)	A range of relevant evidence is selected and organised which forms the basis of the arguments being presented as major trends in immigration to the UK in recent years. 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.
Level 2	(2 marks)	Arguments may not be as relevant but are related to citizenship participation and use citizenship terminology.
Level 1	(1 mark)	Arguments are limited with little or no relation to citizenship participation or use of citizenship terminology.

0 3 'There is no gender discrimination in the UK today.' Assess this view. (15 marks)

AO1

Level 3	(5-6 marks)	Answers at the highest level demonstrate a good depth of knowledge and understanding of gender relations in the UK. A range of examples may be used to relate knowledge and understanding to citizenship issues. These may be historical in nature, or drawn from local, national or international contexts. An explanation of the concept will also be rewarded. Three or more points may be referred to.
Level 2	(3-4 marks)	Answers will contain less extensive knowledge of gender relations in the UK. Two groups will normally be referred to. Two points may be referred to.
Level 1	(1-2 marks)	Responses will contain very limited knowledge of gender relations in the UK. Only one point will normally be referred to.

AO2

Level 3	(4-5 marks)	There may be a reference to a range of arguments that gender discrimination still occurs in the UK. Examples may include offensive terms and language, discrimination in the job market, at work, in the media, in politics, etc. Answers will be expected to show balance, arguing that there is legislation outlawing discrimination. Candidates may well argue that there is gender discrimination against men, but this will also need to be backed by evidence. Answers may focus in some depth on a few of these aspects, or identify a wider range in less detail. Examples and evidence used are accurate and relevant. Answers at the highest level will show
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		explicit analysis and evaluation of whether there is gender discrimination in the UK today.
Level 2	(2-3 marks)	Answers will examine the debate in less depth and examples may be less accurate. Explanations or analysis might be perfunctory or common sense.
Level 1	(1 mark)	Answers are likely only to identify that there is gender discrimination with little analysis or evaluation, or that there is no longer gender discrimination with little analysis or evaluation.
 AO3		
Level 3	(3-4 marks)	A range of relevant evidence is selected and organised which forms the basis of the arguments being presented as to whether there is gender discrimination in the UK today. 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.
Level 2	(2 marks)	The arguments may not be as relevant but are related to citizenship participation and use citizenship terminology.
Level 1	(1 mark)	Arguments are limited with little or no relation to citizenship participation or use of citizenship terminology.

0 4 Examine the effectiveness of government bodies created to promote equal opportunities in the UK. *(15 marks)*

AO1		
Level 3	(5-6 marks)	The response exhibits clear knowledge and understanding of the role of government bodies set up to promote equal opportunities in the UK, particularly the Equality and Human Rights Commission. Candidates will show knowledge and understanding of the Commission, perhaps including that it came into being in 2007 to replace the DRC, CRE and EOC, combining their roles into one organisation. The role of the EHRC is to reduce inequality through challenging prejudice, changing attitudes and upholding the law.
Level 2	(3-4 marks)	Answers will contain less extensive knowledge of government bodies set up to promote equal opportunities in the UK. Candidates are unlikely to get out of Level 2 without explicit knowledge of the Equality and Human Rights Commission.
Level 1	(1-2 marks)	Responses will contain very limited knowledge of government bodies set up to promote equal opportunities in the UK.
 AO2		
Level 3	(4-5 marks)	The response will assess and evaluate the role of government bodies set up to promote equal opportunities in the UK, particularly the Equality and Human Rights Commission. Candidates will debate various aspects of the effectiveness, perhaps including the argument that the EHRC is a strong and powerful organisation that is defending minorities and fighting discrimination and prejudice, including taking action against the BNP. Criticisms may include

		arguments that the three predecessor bodies should never have been united, that the leadership is ineffective and damaging to the organisation or that the whole approach of having a statutory body to fight discrimination is flawed, even to the point of arguing that it is unnecessary. The response should come to a clear conclusion based upon the evidence presented.
Level 2	(2-3 marks)	Answers are likely to show evidence of analysis and evaluation but not have the range of arguments. Explanations or analysis might be perfunctory or common sense. They may examine the debate, but not in much detail. Analysis of legislation is unlikely to get out of Level 2.
Level 1	(1 mark)	Little evidence of analysis and evaluation is likely to be seen.
AO3		
Level 3	(3-4 marks)	A range of relevant evidence is selected and organised which forms the basis of the arguments being presented on the effectiveness of government bodies set up to promote equal opportunities in the UK, particularly the Equality and Human Rights Commission. 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.
Level 2	(2 marks)	The arguments may not be as relevant but are related to citizenship participation and use citizenship terminology.
Level 1	(1 mark)	Arguments are limited with little or no relation to citizenship participation or use of citizenship terminology.

Section B - Rights and Responsibilities

Total for this section: 30 marks

0 5 Using examples, briefly explain the role of an ombudsman. *(5 marks)*

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| Level 3 | (5 marks) | Response that gives an example of an ombudsman, including Health Ombudsman; gives a further example of an ombudsman, eg Parliamentary Commissioner for Administration, Local Government Ombudsman, European Ombudsman, Legal Services Ombudsman, (non-government) Financial Ombudsman, etc; explains the basic role of an ombudsman as someone who impartially investigates complaints; notes that ombudsman investigate public bodies or other institutions; and provides extra detail, such as ombudsman investigate maladministration or aim to improve public administration. |
| | (4 marks) | Response identifies four points from above. |
| Level 2 | (3 marks) | Response identifies three points from above. |
| | (2 marks) | Response identifies two points from above. |
| Level 1 | (1 mark) | Response identifies one point from above. |

0 6 Outline some of the rights guaranteed by the European Convention on Human Rights. *(10 marks)*

- AO1
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|---------|-------------|---|
| Level 3 | (3-4 marks) | Answers demonstrate knowledge of the rights that are guaranteed by the European Convention on Human Rights. A range of rights can be examined including the right to life, the prohibition of torture, prohibition of slavery, etc. Normally expect three or more rights. |
| Level 2 | (2 marks) | Answers will demonstrate less accurate knowledge of the rights that are guaranteed by the European Convention on Human Rights. Normally expect two rights. |
| Level 1 | (1 mark) | Answers will demonstrate limited knowledge of the rights that are guaranteed by the European Convention on Human Rights is shown and examples may not be given or may not be accurate. Only one right will normally be given. |
- AO2
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|---------|-----------|---|
| Level 3 | (3 marks) | Answers at this level will show explicit explanation and/or evaluation of the rights that are guaranteed by the European Convention on Human Rights. Normally expect three or more explanations of rights. Specific examples of rights guaranteed and cases will be rewarded. |
| Level 2 | (2 marks) | Answers at this level will contain evidence of the rights that are guaranteed by the European Convention on Human Rights, but this will be more limited. Two explanations of rights guaranteed will normally be given. |
| Level 1 | (1 mark) | Answers will contain little evidence of the rights that are guaranteed by the European Convention on Human Rights. |

AO3		
Level 3	(3 marks)	A range of relevant evidence is selected and organised which forms the basis of the arguments being presented as to the rights guaranteed by the ECHR. 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.
Level 2	(2 marks)	Arguments may not be as relevant but are related to citizenship participation and use citizenship terminology.
Level 1	(1 mark)	Arguments are limited with little or no relation to citizenship participation or use of citizenship terminology.

0 7 Assess the advantages and disadvantages of the new UK Supreme Court. (15 marks)

AO1		
Level 3	(5-6 marks)	Answers demonstrate a good depth of knowledge and understanding of the role of the new Supreme Court, namely it is the final court of appeal for civil cases in the UK, it is the highest court of appeal for criminal cases in England, Wales and Northern Ireland, and it hears cases of constitutional and public importance. Answers at this level will be expected to have knowledge of the Supreme Court replacing the House of Lords' judicial function.
Level 2	(3-4 marks)	Answers will contain less extensive knowledge of the role of the new Supreme Court.
Level 1	(1-2 marks)	Responses at the lowest level will contain very limited knowledge of the role of the new Supreme Court.

AO2		
Level 3	(4-5 marks)	Answers will make reference to a range of advantages and disadvantages of the new Supreme Court. Advantages that may be argued include: it is right in a democracy to have the judiciary completely separate from the legislative branch, it has its clear identity and therefore authority, there will be less confusion over the legislative and judicial functions of the House of Lords, the Supreme Court will be more effective at standing up to the executive, etc. Disadvantages may include: there was no need to change, it is too expensive, it is an unnecessary and flawed change to our constitution, it may undermine our democracy through strengthening the position of the judiciary in our political system, etc. Three or more arguments analysing the Supreme Court's advantages/disadvantages may be expected.
Level 2	(2-3 marks)	Answers are likely to show evidence of analysis and evaluation but may be more unbalanced and not have the range of arguments.
Level 1	(1 mark)	Little evidence of analysis and evaluation is likely to be seen.

AO3		
Level 3	(3-4 marks)	A range of relevant evidence is selected and organised which forms the basis of the arguments being presented on the advantages/disadvantages of the new Supreme Court. 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.
Level 2	(2 marks)	The arguments may not be as relevant but are related to citizenship participation and use citizenship terminology.
Level 1	(1 mark)	Arguments are limited with little or no relation to citizenship participation or use of citizenship terminology.

0 8 'Citizens should have no right to state-provided welfare.' Discuss this view of citizens' rights. (15 marks)

AO1

Level 3	(5-6 marks)	Answers demonstrate a good depth of knowledge and understanding of the nature of welfare rights. Candidates will be aware of the National Health Service, social security including unemployment, disability and maternity benefits, old-age pensions, housing rights, etc.
Level 2	(3-4 marks)	Answers will contain less extensive knowledge and understanding of the nature of welfare rights.
Level 1	(1-2 marks)	Responses will contain very limited knowledge and understanding of the nature of welfare rights.

AO2

Level 3	(4-5 marks)	Responses will analyse and evaluate the arguments relating to whether the state should be responsible for providing welfare. There are a number of debates that could be examined, including the nature of our responsibilities, our responsibilities to others, the role of the state, European and American models of health care, etc. Responses that discuss the rights involved with health care can also achieve Level 3.
Level 2	(2-3 marks)	Answers will show evidence of analysis and evaluation but at lesser extent to the highest level.
Level 1	(1 mark)	Answers are likely only to identify that the state can provide health care, but the arguments are likely to be less developed.

AO3

Level 3	(3-4 marks)	A range of relevant evidence is selected and organised which forms the basis of the arguments being presented on whether the state should be responsible for providing health care. 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.
Level 2	(2 marks)	The arguments may not be as relevant but are related to citizenship participation and use citizenship terminology.
Level 1	(1 mark)	Arguments are limited with little or no relation to citizenship participation or use of citizenship terminology.