



**General Certificate of Education (A-level)
June 2011**

Citizenship Studies

CIST1

(Specification 2100)

Unit 1: Identity, Rights and Responsibilities

Report on the Examination

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Unit 1 (CIST1): Identity, Rights and Responsibilities

General

Candidates were able to answer adequately all the questions on the paper in the time provided. However, despite previous mention, there is still evidence that candidates are not allocating their time in the examination in relation to the marks available, with insufficient time being devoted to Questions 7 and 8 at the end of the paper. Teachers should remind candidates to allocate time in direct proportion to the marks available. There were a good number of candidates who provided excellent responses in line with examiner expectations throughout the paper. Questions may be drawn from the whole specification and candidates are expected to show considerable factual knowledge and use of specialist Citizenship terminology. Candidates need to look out for the specific Citizenship meaning of terms and not just their 'everyday' use.

Each section has a compulsory question and a choice of two questions of which candidates answer one. Questions 4 and 8 were more popular than questions 3 and 7. There were again responses with a range of quality from excellent to poor.

SECTION A: IDENTITY

Question 1

This was generally well answered, with most candidates able to give at least a basic response to the meaning of the term 'equal opportunities'. The better candidates were able to give a full account of what equal opportunities are, who they apply to and in what circumstances, giving good examples. A good many candidates linked their answer to the source successfully, but too many candidates failed to make the point that it was likely to be the educational opportunities that were limited.

Question 2

The majority of candidates were able to make a good attempt at answering this question, focussing on a range of forms of discrimination, including gender, race, and disability. Candidates and centres seem to be increasingly aware that fuller, developed answers will be better rewarded. Developed answers using full structured paragraphs that focus on one point tend to score more marks.

Question 3

By a small margin, this question elicited the best responses for the optional questions. Candidates generally showed a good understanding of identity and were able to discuss the problems with the concept. The higher level answers were able to maintain a Citizenship focus to the question and linked the problems with identity to such issues as British national identity and/or immigration. As mentioned above, candidates should try and maintain a clear, structured approach to these optional questions as that is the way they will attain the top marks in the each of the assessment objectives.

Question 4

Whilst more popular than question 3, this was not done quite as well. Candidates often failed to deal with the real focus of the question, which was to decide whether the media 'no longer'

stereotype social groups. For top level marks, candidates at least had to touch on a number of media forms, a number of social groups and assess whether stereotyping still took place.

SECTION B: RIGHTS AND RESPONSIBILITIES

Question 5

It was apparent that many candidates had no firm understanding of the concept of 'natural justice' but were able to glean much from the source and were rewarded. Specifically, most candidates were able to point out that the right to defend oneself against accusations is an element of natural justice. However, to get top marks, candidates did need to show fuller knowledge and understanding of the concept.

Question 6

Once again, a question on alternative dispute resolution caused difficulties for many candidates who were unaware of the specific requirements of the question. Candidates who focussed on the requirements of the question and were able to write confidently about a range of formal procedures such as negotiation, mediation, conciliation, arbitration and ombudsmen, were able to score good marks. Many candidates maintained that the use of both civil and criminal courts were alternative ways of resolving disputes. Too many candidates also tried to come up with other ways of solving disputes which clearly did not have a Citizenship focus. Centres should remind candidates to look for the term 'alternative dispute resolution' or similar phraseology to trigger an appropriate response.

Question 7

This was the least popular optional question and the least well done. What let candidates down was the lack of specific contemporary examples in answering the question. Those candidates who used relevant recent controversies such as the prisoners' votes issue, deportations, or terrorism debates were well rewarded. While it was good to see a number of robust defences of the human rights regime in the UK, this side of the debate was not as deftly argued as the alternative critique. Once again, teachers should emphasise to candidates the need for balanced responses.

Question 8

This was a popular choice for candidates and those who made explicit links between rights and responsibilities gained good marks. Most responses identified with reasonable success rights and their resulting responsibilities. It would perhaps have been gratifying to see more candidates argue that rights are inalienable and that there are not necessarily concomitant duties. As was the case in previous series, fully developed responses that have depth in their analysis and appropriate examples score very well. Weaker, more basic, responses struggle to get out of level 1 in all three assessment objectives.

Mark Ranges and Award of Grades

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