



**General Certificate of Education (A-level)  
June 2012**

**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***

This was the seventh series for Citizenship Studies Unit 1, and the paper seems well rooted and accessible. The range and type of questions asked is established, and the students' responses are largely in line with examiners' expectations. Centres and students seem well aware of the paper content and necessary style of response. Therefore, there were no major problems with students being able to complete the paper in the time available. An issue still does remain about students leaving enough time to answer questions 07 and 08: some students do spend too long on the 5 and 10 mark questions, and not enough for the 15 mark questions. Students are again reminded to allocate time in direct proportion to the marks available. Students may wish to change the order that they answer the questions, perhaps starting with the longer questions.

As in previous series, there was a good range of answers, with students who use more specialist Citizenship knowledge and terminology being rewarded for doing so. Students will always be rewarded for well-structured and thoughtful answers, especially for the 15 mark questions. Students should be encouraged to think carefully about their responses, assessing whether they have answered the question effectively. Of course, it is appreciated that time is short in the exam. Students are advised to avoid the 'common sense' method and approach Citizenship in the same way they would any other academic subject. Evidence and understanding gleaned from their own experiences is to be welcomed, but this should not be overly anecdotal or subjective. This series once again demonstrated that questions can be drawn from all areas of the specification.

Each section has two compulsory questions, plus a choice one question from two. Questions 03 and 07 were more popular than questions 04 and 08.

### **SECTION A: IDENTITY**

#### ***Question 01***

This question caused more difficulty than was expected, with many candidates not satisfactorily expressing all the elements of 'relative poverty'. Students should be reminded that a short paragraph is required for the 5 mark questions and that understanding should be shown of both parts of a two word definition, or that many aspects or examples are given to clarify true understanding of the term. Students who obtained the full 5 marks showed understanding of poverty and its relative nature. This could have been 'relative' over time, by locality within a country, or indeed in comparison with other countries. Contrasting 'relative poverty' with absolute poverty was a good way of showing understanding.

#### ***Question 02***

This is a type of question that has come up before and students were reasonably well prepared for it. Students who focussed very clearly on the wording of the question, namely 'ways' in which the media stereotype, did particularly well. Likewise, the question did imply more than one social group, so students should have aimed to look at about three groups in the time available. Students should also consider carefully which social groups they are addressing. Social groups that hold particular interest in the study of Citizenship and are contemporary are likely to score more marks than some others.

### **Question 03**

This was the most popular and best answered of the optional questions on the paper and was the best answered as well. Students seemed quite well prepared for this question and were able to offer a number of reasons for the difficulties in trying to reduce discrimination. Most students approached the question in a structured and logical way, ensuring a number of reasons were identified and then developed. Popular reasons included the innate differences between people, the problems of overcoming primary socialisation and the difficulties of monitoring peoples' real motivations behind their actions.

### **Question 04**

This was not as popular a question as might have been expected from its core relationship to the course itself. The debate about citizenship is very clearly on the specification and is a very obvious debate in which to engage. Students who appreciated that there is a debate about citizenship and what citizenship actually is were able to access the higher levels. Students who were also able to introduce theorists and approaches to citizenship did score well.

## **SECTION B: RIGHTS AND RESPONSIBILITIES**

### **Question 05**

Students coped reasonably well with this question on 'criminal law', but as with previous series, it is the depth and clarity of understanding that separates the marks awarded. Students should always try and go that little bit further in attempting to explain the terms. An example is a sound way of showing knowledge and understanding, but there is a danger in giving too many examples, and not using the students' own words in explaining the term. Likewise, the students should not over rely on the source. Examiners would rather see the student's own knowledge as well as judicious use of the source.

### **Question 06**

This question was once more a reminder for students to read the question carefully. Students who appreciated that it was *political* rights that were being asked for, and that three were required, found it relatively easy to score higher marks. Students who failed to spot that the question was about *political* rights immediately limited the amount of marks they could acquire. Students furnished a number of rights including legal, social and consumer rights but these did not gain credit. Those students who wrote about political rights, giving a sound explanation of these in the time available, scored well.

### **Question 07**

A number of students did not appreciate the focus of this question and its place in the specification. This was a question about the Freedom of Information Act and the Data Protection Act. Students who also brought in contemporary debates about privacy and celebrities scored well. However, many students floundered when they were unable to mention the specific knowledge required and debate the important issues associated with this question, such as current arguments over the future of the FOI Act.

### **Question 08**

The Human Rights Act has been a very important constitutional development and is also somewhat controversial. With this in mind, it was a little surprising that many students misconstrued the focus of this question. A good number of students seemed to confuse the HRA with the European Convention on Human Rights or the Universal Declaration on Human Rights, arguing that human rights *per se* are a good thing around the world. This of course was not the question set. Students who were able to debate whether the HRA itself has been a success in the context of the UK did very well on this question, bringing in some good contemporary debates.

### **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>.

### **Converting Marks into UMS marks**

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)