



AS

Citizenship Studies

CIST1 Identity, Rights and Responsibilities
Mark scheme

2100
June 2016

Version 1.0: Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk.

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme, you should use a best fit approach for defining the level, and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A: Identity**Total for this section: 30 marks**

0	1
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 Explain what is meant by **discrimination**.
[5 marks]**AO1**

Level 3 (4-5 marks) *Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.*

Response fully covers the meaning of discrimination. Discrimination means treating someone differently, unequally, fairly or unfairly. Answers could note that that discrimination can be positive or negative, indirect or direct. Discrimination may be compared to prejudice which is pre-judgement or holding predisposed views on people without necessarily acting on them. Examples of discrimination could include not employing an individual due to their sex, race, disability, sexuality, religion, etc.

Level 2 (2-3 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.*

Answers will demonstrate less comprehensive understanding of what discrimination means including not being clear of the differences between prejudice and discrimination or not developing the answer much beyond 'treating people differently'. Answers at this level could include a basic example.

Level 1 (1 mark) *Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*

Answers will demonstrate only basic understanding of what discrimination is including giving a perfunctory explanation without any development. Answers could give an example only with no development.

(0 marks) No relevant response.

0 2Outline **three** ways in which sexism is being tackled in the UK.**[10 marks]****AO1**

Level 3 (3-4 marks) *Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.*

Students will be expected to show knowledge of three ways sexism is being tackled in the UK. Sexism is prejudice or discrimination against one sex, normally women, usually on the grounds that one sex is superior. In the UK sexism is being tackled in a number of ways including legislation (Equal Pay Act 1970, Sex Discrimination Act 1975, Equality Act 2010, etc), education in schools or otherwise (WISE Women in Science and Engineering), campaign groups (Fawcett Society, etc), campaigns against gender pay inequality, sexism in football, etc.

Level 2 (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.*

Answers demonstrate less accurate knowledge of ways sexism is being tackled in the UK. Likely to address two ways sexism is being tackled in the UK perhaps from legislation, education programmes, campaigns, etc. Answers only focussing on legislation will normally not get beyond this level. More detailed and accurate explanation may be expected than for Level 1.

Level 1 (1 mark) *Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*

Limited knowledge of ways sexism is being tackled in the UK. Likely to address one way for this level or a number of ways without development or explanation. Examples are unlikely at this level.

(0 marks) No relevant response

AO2

Level 3 (3 marks) *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.*

Answers will fully explain three ways sexism is being tackled in the UK.

For example legislation aims to formalise an anti-discrimination approach which can lead to transgressors being punished and those who suffer sexism achieving redress. Examples include right to redress in an employment tribunal if a woman is sacked due to their sex. WISE aims to encourage girls to pursue science, technology, engineering and maths subjects at school, university and beyond. The Fawcett Society aims to campaign for women’s rights at home, at work and in public life. The Women in Football campaign aims to eradicate sexism in football. Answers are likely to include examples.

Level 2 (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.*

Answers at this level will contain explanation of tackling sexism in the UK, but this will be more limited. Answers may be short and unstructured or lack the depth of explanation of how sexism is attempted to being tackled in the UK.

Level 1 (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.*

Answers will contain very limited explanations of tackling sexism in the UK and will likely be short and unstructured.

(0 marks) No relevant response

AO3

Level 3 (3 marks) *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 student’s own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.*

A wide range of information is incorporated into a clear and logical response that clearly explains how sexism is being tackled in the UK. There is excellent use and application of terminology associated with sexism, discrimination and prejudice. The students may be rewarded for personal experience and reflections on tackling sexism in the UK. The response will contain very few grammatical errors.

Level 2 (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.*

A range of information is presented and developed as to how sexism is being tackled in the UK with good use of appropriate terminology. The student may include comment regarding their own involvement with issues/activities relating to sexism. The response will be easy to follow but may contain a limited number of grammatical errors.

Level 1 (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.

Very limited attempt to explain how sexism is being tackled in the UK with very little in the way of the correct use of terminology and there are many grammatical errors. Little or no cross referencing to their own citizenship participation.

(0 marks)

No relevant response.

0 3

Discuss the main differences between British and English identity.

[15 marks]**AO1**

Level 3	(5-6 marks)	<p><i>Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.</i></p> <p>Answers demonstrate a good depth of knowledge and understanding of the main differences between British and English identity. Identity is the perception of oneself and in relation to British and English identity it is the feeling of being British or English. Knowledge of the territorial differences between Britain and England may be necessary. British identity is based on the distinctiveness of the British people compared with other countries, whilst English identity is the distinctiveness of English people compared to Scottish, Welsh, Northern Irish, or the regions of England. Students who acknowledge that there may be differences between Britain and UK identity can be rewarded. Students who treat the terms Britain and UK interchangeably may be given the benefit of the doubt depending on the context of their answer. Students who understand the complexity of the issue surrounding terminology are likely to be in this level. Britishness may be focussed on national emblems like the Union Jack, the pound, the monarchy, Parliament, a shared history of empire and standing up to oppression, etc. Britishness may be seen as being more inclusive and more likely to be embraced by immigrants (Black British, British Indian, Pakistani British, etc). There is a lot of conflation with Englishness. Englishness may be seen to be focussed on (uniquely) English aspects of identity like the English football, cricket and rugby teams, English landscapes and villages, the Church of England, English folk music, etc. Knowledge of the lack of an English parliament or assembly may be rewarded here.</p>
Level 2	(3-4 marks)	<p><i>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.</i></p> <p>Answers will contain less extensive knowledge of the main differences between British and English identity, though will likely to show implicit knowledge of the different nations of the UK and the different identities that are associated with them.</p>
Level 1	(1-2 marks)	<p><i>Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.</i></p> <p>Responses will contain very limited knowledge of the main differences between British and English identity and will struggle to differentiate between the two. Answers in this level may be unaware of the different national identities of the UK or show limited understanding of them.</p>

		Answers in this level may show limited knowledge of different national symbols or icons.
	(0 marks)	No relevant response.
AO2		
Level 3	(4-5 marks)	<i>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.</i>
		Answers in this level will have a full debate on the main differences between British and English identity. The two identities are often conflated especially over such shared symbols as the monarchy, Parliament and other aspects of culture such as the English breakfast or drinking tea. British identity is a complex thing. Any examination of British culture will likely have to examine the different nations of Britain and the different regions of Britain. English identity is also complex, with the possibility of the examination of differences in English identity, perhaps between the North and South, regional differences and indeed counties. An interesting examination of the two identities might be to discuss the changing nature of the identities with perhaps British identity becoming more inclusive e.g. Asian-British/British-Asian and English identity as a response to the resurgence of Scottish and Welsh identity in the wake of devolution. A discussion of British and English identity in the light of the Scottish independence referendum might be rewarded. Britishness is often perceived as a more inclusive and multicultural identity than Englishness which is perceived in a narrower context.
Level 2	(2-3 marks)	<i>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.</i>
		Answers are likely to show less depth of analysis, be more unbalanced or not have the range of arguments. Answers in this level will likely be able to discuss a number of differences between British and English identity but will be limited in depth and range.
Level 1	(1 mark)	<i>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.</i>
		Little evidence of analysis and evaluation of the differences between British and English identity is likely to be seen. Answers in this level will struggle to discuss the main differences between British and English identity and fail to comment on these differences.
	(0 marks)	No relevant response.

AO3

Level 3	(3-4 marks)	<p><i>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 student's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.</i></p> <p>A wide range of information is incorporated into a clear and logical response that clearly discusses the main differences between British and English identity. There is excellent use and application of terminology associated with identity and nationality. The students may be rewarded for personal experience and reflections on identity. The response will contain very few grammatical errors.</p>
Level 2	(2 marks)	<p><i>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.</i></p> <p>A range of points is presented and developed regarding British and English identity with good use of appropriate terminology. The student may include comment regarding their own involvement with issues/activities relating to identity. The response will be easy to follow but may contain a limited number of grammatical errors.</p>
Level 1	(1 mark)	<p><i>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.</i></p> <p>Very limited attempt to discuss the main differences between British and English identity with very little in the way of the correct use of terminology and there are many grammatical errors. Little or no cross referencing to their own citizenship participation.</p>
	(0 marks)	No relevant response.

0 4

Immigration has led to the UK becoming more multicultural and diverse.

Assess the impact of immigration on UK society.

[15 marks]**AO1**

Level 3	(5-6 marks)	<p><i>Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.</i></p> <p>Answers demonstrate a good understanding of immigration to the UK and its impact on UK society. Since 1945 there have been several waves of immigration, including from the Caribbean, the Indian sub-continent and more recently from eastern Europe. Throughout this time there have been smaller 'waves' and continued inward and outward migration. Knowledge of relevant immigration and race relations legislation will be rewarded. Knowledge of responses to immigration such as the Notting Hill Riots of 1958, Enoch Powell's "Rivers of Blood" speech, etc. can also be rewarded. Likewise, references to specific immigrant communities, areas or events such as Asian populations in UK towns and cities, the history of Brick Lane in east London and the Notting Hill Carnival may all be rewarded. Knowledge of contemporary political debates are also relevant as is the knowledge of the EU context of immigration, the Schengen Area of passport-free travel, the UK-Ireland Common Travel Area may be rewarded. Reference to recent debates over migrants/refugees is also valid. Knowledge of famous or key immigrants or families of immigrants may also be relevant, e.g. Ed Miliband, Nick Clegg, Mo Farah, etc. Knowledge of multiculturalism as a policy, as well as the concepts of integration and assimilation can be rewarded in this level.</p>
Level 2	(3-4 marks)	<p><i>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.</i></p> <p>Answers will contain less extensive knowledge of immigration to the UK with an understanding of the main waves of immigration to the UK but with perhaps inaccuracies in their scale, chronology or factors.</p>
Level 1	(1-2 marks)	<p><i>Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.</i></p> <p>Responses will contain very limited knowledge of immigration to the UK focussing perhaps on the scale without there being context or accuracy.</p>
	(0 marks)	No relevant response.

AO2

Level 3	(4-5 marks)	<p><i>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.</i></p> <p>Answers will refer to a balanced account of immigration to the UK and its impact on UK society. There are a number of general categories of impacts such as social, cultural, economic, and political. Specifically the positive economic impact of immigration can include ending labour shortages, filling unwanted jobs, encouraging economic growth, bringing innovation, ensuring population growth in an ageing society, a perception that the UK is 'open for business'. Other impacts include cultural diversity, a more vibrant society, a more tolerant society, a less inward-looking society, a society that is 'modern' and welcoming to all, etc.</p> <p>Negative impacts may include too much diversity, ending social cohesion, perceptions of increased crime, perceptions of a changing culture, increased demand for social services like schools and health care, increasing property and rent prices, lowering of wages, unemployment, etc.</p>
Level 2	(2-3 marks)	<p><i>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.</i></p> <p>Answers are likely to show less depth of analysis, be more unbalanced or not have the range of arguments. Answers may debate the impact of immigration on UK society but may focus on a small number of arguments or place too much emphasis on others.</p>
Level 1	(1 mark)	<p><i>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.</i></p> <p>Little evidence of analysis and evaluation of the debate about the impact of immigration on UK society. Answers in this level may debate in very general terms the impact of immigration on UK society. Answers may border on diatribe.</p>
	(0 marks)	No relevant response.

AO3

Level 3	(3-4 marks)	<p><i>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 student's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and</i></p>
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grammar.

A wide range of information is incorporated into a clear and logical response that debates the impact of immigration on UK society. There is excellent use and application of terminology associated with immigration. The students may be rewarded for personal experience and reflections on immigration. The response will contain very few grammatical errors.

Level 2 (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.

A range of points is presented and developed regarding impact of immigration on UK society. The student may include comment regarding their own involvement with issues/activities relating to immigration. The response will be easy to follow but may contain a limited number of grammatical errors.

Level 1 (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.

Very limited attempt to debate the impact of immigration on UK society with very little in the way of the correct use of terminology and there are many grammatical errors. Little or no cross referencing to their own citizenship participation.

(0 marks)

No relevant response.

Section B: Rights and Responsibilities**Total for this section: 30 marks**

0	5
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 Explain what is meant in the source by **state benefits**.
[5 marks]**AO1**

Level 3 (4-5 marks) *Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.*

Response that fully explains the term 'state benefits' in the context of the source. State benefits in the context of the source means a payment or transfer of money from the state to an individual or family due to the individual or family meeting the criteria for that payment. These criteria differ from benefit to benefit but they all have in common that all citizens are in theory entitled to the benefit if they meet the criteria. Answers in this level will explain that the state makes payments (or gives credits) to individuals or families in order to provide a safety net or more comfortable life to those citizens. The society and state have taken some responsibility for the welfare of those individuals and families. Some benefits are contributory, others are not. Examples of benefits include child benefit, maternity benefit, disability benefit, job seekers allowance, etc. Reward will be given for clear accounts of a range of transfer payments to citizens including Universal Credit, old age pensions, etc.

Level 2 (2-3 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.*

Answers will demonstrate less comprehensive understanding of the term benefits in the context of the source. Answers may be aware of the concept of state benefits but not give examples or give examples but not much explanation.

Level 1 (1 mark) *Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories.*

Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.

Answers will demonstrate only basic understanding of the term benefits or give examples of state benefits without explaining the idea behind them or their purpose.

(0 marks) No relevant response.

0 6Examine **three** welfare rights of UK citizens.**[10 marks]****AO1**

Level 3	(3-4 marks)	<p><i>Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.</i></p> <p>Welfare Rights are those entitlements held by citizens for income, support, benefits, etc. in the areas of housing, education, employment, health care, etc. In the UK there is a large array of welfare rights available (depending on circumstances), such as free health care through the NHS, free education up to 18-19 years of age, housing benefit, state pension, statutory maternity leave, etc. Three rights very likely to be examined for this level. Not all rights of citizens will be classed as welfare rights.</p>
Level 2	(2 marks)	<p><i>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.</i></p> <p>Answers will demonstrate less accurate knowledge of welfare rights of UK citizens. Answers are likely to be brief and lacking in development, elaboration or examples. Answers that conflate rights or that do not clearly identify different welfare rights are likely to be in this level. Inaccurate or basic knowledge of more than one welfare right may be demonstrated at this level. Two rights that are examined are likely to be examined for a level 2 answer when three are requested. More detailed and accurate explanation may be expected than Level 1</p>
Level 1	(1 mark)	<p><i>Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories.</i></p> <p><i>Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.</i></p> <p>Answers will demonstrate limited knowledge of welfare rights of UK citizens. Likely to identify one right for this level or a number of ways without development or explanation One right likely to be examined for a level 1 answer.</p>
	(0 marks)	No relevant response.

AO2

Level 3	(3 marks)	<p><i>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.</i></p> <p>Answers will fully explain three welfare rights of UK citizens. For example the UK has a national health service which entitles UK citizens to free health care at the point of delivery. Likewise the UK offers free compulsory education from the ages of 5 to 18. Housing benefit is available to those who need help with paying for rent whether they are working on low income or unemployed. Expectant and recent mothers are entitled to statutory maternity leave to prepare for childbirth and look after the new-born child. Answers are likely to include examples.</p>
Level 2	(2 marks)	<p><i>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.</i></p> <p>Answers at this level will explain welfare rights of UK citizens, but this will be more limited and only two likely to be examined. Answers may be short and unstructured or lack the depth of explanation of welfare rights in the UK. There will be only a short examination of the rights.</p>
Level 1	(1 mark)	<p><i>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.</i></p> <p>Answers will contain very limited explanation of the welfare rights of UK citizens, likely only one right will be examined and will likely be short and unstructured.</p>
	(0 marks)	No relevant response.

AO3

Level 3	(3 marks)	<p><i>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.</i></p> <p><i>Where appropriate, the response recognises and draws upon the student's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.</i></p> <p>A wide range of information is incorporated into a clear and logical response that clearly examines welfare rights in the UK. There is excellent use and application of terminology associated with welfare rights. The students may be rewarded for personal experience and reflections on tackling sexism in the UK. The response will contain very few grammatical errors.</p>
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Level 2	(2 marks)	<p><i>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.</i></p> <p>A range of information is presented and developed on welfare rights in the UK with good use of appropriate terminology. The student may include comment regarding their own involvement with issues/activities relating to welfare. The response will be easy to follow but may contain a limited number of grammatical errors.</p>
Level 1	(1 mark)	<p><i>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.</i></p> <p>Very limited attempt to examine welfare rights in the UK with very little in the way of the correct use of terminology and there are many grammatical errors. Little or no cross referencing to their own citizenship participation.</p>
	(0 marks)	No relevant response.

0 7

Compare and contrast civil law with criminal law.

[15 marks]**AO1**

Level 3	(5-6 marks)	<p><i>Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.</i></p> <p>Answers demonstrate a good depth of knowledge and understanding of civil law and criminal law. Answers will demonstrate similarities and differences between civil law and criminal law. Similarities include the fact that cases are often heard in courts presided over by judges, they both have adversarial approaches, and they both ultimately are based on an independent and neutral arbiter making a judgement on a case. Civil law deals with disputes between individuals/organisations in such areas as contracts, property and family; and deals with civil wrongs. An example of civil law is a consumer making a claim against a faulty product. The standard of proof in civil law is 'on the balance of probabilities'. Criminal law is a set of rules or statutes that prohibits certain behaviour because it damages welfare or the safety of others. They are separate divisions in the English legal system. Examples of criminal law include murder, burglary, assault, etc. Criminal law has a number of punishments including the possibility of prison, community sentences and fines. Knowledge of the court hierarchies is relevant.</p>
Level 2	(3-4 marks)	<p><i>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.</i></p> <p>Answers will contain less extensive knowledge of the main differences and similarities between civil law and criminal law. Answers are likely to show some inaccuracies and confusion. Answers are likely to give examples but these may not be clear or entirely relevant. Answers are likely to be balanced. A greater number of similarities and differences will be shown than in level 1.</p>
Level 1	(1-2 marks)	<p><i>Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.</i></p> <p>Responses will contain very limited knowledge of civil law and criminal law. Answers may only deal with any accuracy with either criminal or civil law. There may be very short responses or longer but inaccurate understanding of the two types of law. Answers may well be very unbalanced.</p>
	(0 marks)	No relevant response.

AO2

Level 3	(4-5 marks)	<p><i>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.</i></p> <p>The purpose of criminal law is to punish the wrong-doer, deter the wrong-doer from repeating the behaviour and act as a deterrent for others considering a similar action. The purpose of civil law is to right a wrong not to punish. Compensation is often awarded in civil law cases. Criminal law serves the purpose of maintaining stability and order in society. Civil law redresses grievances between individuals/organisations. Criminal law cases are brought by the state, civil law cases are brought by a private party seeking restitution. The decision in a criminal law case is guilty or not guilty; in civil law it is liable or not liable. The standard of proof in a criminal case is 'beyond reasonable doubt'; in a civil case it is 'on the balance of probabilities'. In criminal law the accused is 'innocent until proven guilty'; in civil law the claimant must prove their case. Criminal and civil law have certain things in common including the binding nature of the decisions, the chance of appeal, the acceptance of natural justice principles, the use of courts and legal professionals, etc.</p>
Level 2	(2-3 marks)	<p><i>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.</i></p> <p>Answers are likely to show less depth of analysis and not have the range of comparisons or contrasts. The similarities and differences will not be developed or elaborated but still predominantly accurate.</p>
Level 1	(1 mark)	<p><i>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.</i></p> <p>Little evidence of comparisons and contrasts. Weak explanation and understanding of either civil or criminal law. Very short responses.</p>
	(0 marks)	No relevant response.

AO3

Level 3	(3-4 marks)	<p><i>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 student's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.</i></p> <p>A wide range of information is incorporated into a clear and logical response that clearly discusses the similarities and differences between</p>
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civil law and criminal law. There is excellent use and application of terminology associated with law and the legal system. The students may be rewarded for personal experience and reflections on civil and criminal law. The response will contain very few grammatical errors.

Level 2 (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.

A range of points is presented and developed regarding similarities and differences between civil and criminal law with good use of appropriate terminology. The student may include comment regarding their own involvement with issues/activities relating to civil and criminal law. The response will be easy to follow but may contain a limited number of grammatical errors.

Level 1 (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.

Very limited attempt to discuss the similarities and differences between civil and criminal law with very little in the way of the correct use of terminology and there are many grammatical errors. Little or no cross referencing to their own citizenship participation.

(0 marks)

No relevant response.

0 8

Should the UK remain a signatory to the European Convention on Human Rights?

Discuss.

[15 marks]**AO1**

Level 3	(5-6 marks)	<p><i>Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.</i></p> <p>Answers will demonstrate knowledge of the European Convention on Human Rights (ECHR). The ECHR was drafted in 1950; the UK adopted it in 1951 and has been in force since 1953. The ECHR has a number of articles which protect basic human rights such as the right to life, the prohibition of torture, the right to a private and family life, etc. The ECHR was drafted by the Council of Europe. The Council of Europe should not be confused with any European Union institution and the ECHR is not a treaty of the EU. There have been moves for the EU to become a signatory to the Convention. Legal debate also surrounds the issue of whether an EU member state must be a signatory to the convention, certainly EU member states must respect the values of the EU including human rights. The Council of Europe is a human rights organisation and the ECHR is a response to the horrors of WWII and an attempt to prevent such profound human rights abuse taking part on the continent of Europe again. 47 European states are signatories to the ECHR and the convention therefore provides protection to about 800 million people. Since 1959, individuals who have exhausted their domestic legal avenues can seek redress for their alleged human rights breaches to the European Court of Human Rights (ECtHR) in Strasbourg, France. This court should not be confused with The Court of Justice of the European Union (ECJ). The UK was a founding signatory of the ECHR and UK lawyers had a vital role in its drafting. The Conservative government elected in May 2015 are committed to changing the relationship of the UK with the ECtHR though currently the UK remains a signatory to the convention.</p>
Level 2	(3-4 marks)	<p><i>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.</i></p> <p>Answers will contain less extensive knowledge of the ECHR but will have a broad sense of what the ECHR is, how it works and its implications. There may be some inaccuracies in knowledge and some confusion with both or either the Human Rights Act and the EU but the answers will be fundamentally accurate.</p>
Level 1	(1-2 marks)	<p><i>Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding</i></p>

to citizenship issues, or no examples may be present.

Responses will contain very limited knowledge of the ECHR. Answers that significantly confuse the ECHR with the EU are likely to be in this level as long as they still focus on human rights.

(0 marks) No relevant response. Answers that deal with UK membership of the EU will not be rewarded.

AO2

Level 3 (4-5 marks) *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.*

There is a debate in the UK about whether the UK should remain a signatory to the ECHR. Arguments in favour of the UK not being a signatory to the ECHR include: the UK does not need another method of protecting human rights for its citizens, Parliament suffices. Furthermore, 'inadequate' foreign judges have made rulings that affect the UK and 'force' us to make changes, the rulings of the ECtHR are often barmy and go against common sense, the ECHR and ECtHR are 'European' and go against British culture, it is a 'charter for criminals, terrorists and illegal immigrants', the ECHR's use of the ECtHR is costly and wastes time, it has created a 'human rights industry', the ECtHR has overreached itself and now everything is a human right, the UK always loses the cases, etc. Arguments in favour of the UK remaining a signatory of the ECHR include we need independent and neutral judges to protect us from over-powerful politicians, the UK's principle of parliamentary sovereignty means we have no entrenched rights, the ECHR sets an achievable international standard for human rights, it shames countries that would not respect human rights into doing so, it gives redress for citizens of European countries if their rights are breached, it sets an example to the rest of the world how human rights can be implemented, it reflects the values of the UK, all UK citizens are protected and has been used by such people as hospital patients to seek redress, the UK has very few successful cases brought against and rarely loses, UK courts only have to 'take into account' ECtHR rulings, the principle of the 'margin of appreciation' allows for national and cultural differences.

Level 2 (2-3 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.*

Answers are likely to show less depth of analysis, be more unbalanced or not have the range of arguments. Answers may debate the advantages and disadvantages of the UK remaining a signatory of the ECHR but may focus on a small number of arguments or place too much emphasis on others. Answers that have some focus on the ECHR and some inaccurate discussion of UK membership of the EU may be in

this level. Answers that confuse the relationship regarding the ECHR and the HRA but still debate broadly about human rights are likely to be in this level.

Level 1 (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.

Little evidence of analysis and evaluation of the debate over the UK being a signatory to the ECHR. Answers may be very largely inaccurate or irrelevant but still hit on an appropriate argument will be in this level.

(0 marks)

No relevant response.

AO3

Level 3 (3-4 marks)

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 student's own experiences in relation to citizenship participation.

A wide range of information is incorporated into a clear and logical response that debates whether the UK should remain a signatory to the ECHR. There is excellent use and application of terminology associated with the ECHR and human rights. The students may be rewarded for personal experience and reflections on human rights. The response will contain very few grammatical errors.

Level 2 (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.

A range of points is presented and developed regarding the debate whether the UK should remain a signatory to the ECHR. The student may include comment regarding their own involvement with issues/activities relating to human rights. The response will be easy to follow but may contain a limited number of grammatical errors.

Level 1 (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.

Very limited attempt to debate whether the UK should remain a signatory to the ECHR with very little in the way of the correct use of terminology and there are many grammatical errors. Little or no cross

referencing to their own citizenship participation.

(0 marks)

No relevant response.