

Teacher Resource Bank

GCE Citizenship

Candidate Exemplar Work:

- CIST1 Identity, Rights and Responsibilities



CONTENTS

1.	Question Paper	2
2.	Candidate Exemplar	5
3.	Commentaries	9

General Certificate of Education
Specimen
Advanced Subsidiary Examination



CITIZENSHIP STUDIES
Unit 1 – Identity, Rights and Responsibilities

CIST1

Specimen Question Paper

For this paper you must have:

- an 8-page answer book

Time allowed: 1 hour 15 minutes

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is CIST1.
- Answer **four** questions.
In Section A, answer Question 1 **and either** Question 2 **or** Question 3
In Section B, answer Question 4 **and either** Question 5 **or** Question 6
- Do all rough work in the answer book. Cross through any work you do not want to be marked.

Information

- The maximum mark for this paper is 60.
- The marks for questions (or part questions) are shown in brackets.
- Excluding the part (a) questions you will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.

Advice

- You are advised to read through the examination paper before you attempt the questions.
- You are advised to spend the same amount of time on each question.

CIST1

SECTION A: IDENTITY

Answer Question 1 and **either** Question 2 **or** Question 3.

This section carries 30 marks.

- 1 Read the extract below and answer parts (a) and (b) which follow.

'100% English'

A Channel 4 television programme took a group of English individuals each convinced of their Anglo-Saxon heritage, and confronted them with DNA evidence to the contrary.

Carol Thatcher, daughter of the former British Prime Minister, learned that she was 24% Middle Eastern in origin. She looked unsettled, "Do you mean Mediterranean?" "No", said the presenter, "I mean places like Saudi Arabia, Iraq and Libya".

Other participants became confused over the question of Englishness. Danny said, "An English person can't have black skin. He'd probably call this *racism*, but 200 years from now his children wouldn't be English." Danny is, it turns out, 10% Middle Eastern, 11% South Asian, 37% south-eastern European and 43% northern European!

Source: adapted from 'How do you define Englishness?' by L MANGAN, The Guardian, 14 November 2006
Copyright Guardian News & Media Ltd 2006

Your answers should refer to the extract as appropriate, but you should also include other relevant information.

- (a) Briefly explain what is meant by *racism*. (5 marks)
- (b) Examine some of the problems there are with trying to define what is meant by 'Englishness'. (10 marks)

EITHER

- 2 Assess the ways in which some social groups are labelled and stereotyped. (15 marks)

OR

- 3 Assess the ways in which governments can attempt to reduce discrimination. (15 marks)

SECTION B: RIGHTS AND RESPONSIBILITIES

Answer Question 4 and **either** Question 5 **or** Question 6.

This section carries 30 marks.

- 4 Read the extract below and answer parts (a) and (b) which follow.

A better kind of citizen - Classes should assist racial integration

New immigrants seeking British citizenship are now required to take citizenship classes and language lessons. It is hoped that the Citizenship classes will help	to widen understanding between communities and that the language lessons will give immigrants a better opportunity of reducing their social exclusion.	Immigrants are entitled to know the rights and duties that come with British citizenship.
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Source: adapted from P KELSO, 'Cautious welcome for citizen classes', *The Guardian*, 27 October 2001
Copyright Guardian News & Media Ltd 2001

Your answers should refer to the extract as appropriate, but you should also include other relevant information.

- (a) Briefly examine **one** of the rights and the corresponding duties that come with British Citizenship. *(5 marks)*
- (b) Briefly examine some of the ways in which rights may conflict with each other. *(10 marks)*

EITHER

- 5 Assess the view that the law always reflects moral principles. *(15 marks)*

OR

- 6 Assess the arguments for and against the view that the Human Rights Act 1998 has failed to improve access to basic human rights. *(15 marks)*

END OF QUESTIONS

CANDIDATE (A)Unit 1 - Identity & Democracy.

Q2. Assess the ways in which some social groups are labelled and stereotyped:

A. Some social groups are labelled in the same way that they are stereotyped. Labelling a person is very similar to taking a stereotypical view on them. People are labelled on terms of gender, hair colour, occupation, ethnicity and many more factors. For example: there is a stereotypical view on big-breasted women with blond hair, they are seen to be tarty. This is because many page 3 models have enlarged breasts and normally have bleached ~~blond~~ blond hair, therefore people label ~~that particular~~ the women in that particular area of work as all the same - ~~tarts~~. dumb, blond tarts.

It is not just the identity of the person that makes them labelled or stereotyped upon. The mass media plays a huge part in this. The mass media, whether it be by TV, radio, magazines or books influences society greatly. For example, some of the TV shows i.e. Wags is about footballers wives. It labels footballers wives as money grabbing women who only like to shop for shoes and bags. Because it was seen that some foot-

16

ballers wives where like this, most of society tends to take the same negative attitude towards these social groups as a whole.

Though, it is not just the media that influences society. We all influence each other. This is known as Conformity. Mike thinks that all fat people are overweight because they are lazy, his girlfriend agrees as she doesn't want to be seen as different.

There are many social groups that are labelled upon. There are statistics that show that Black, male students tend to do poorer at school. But did this occur naturally or was it the label that was put to them, that made them underperform? If someone, or in this case, society as a whole labelled you to ~~be~~ a particular social group, before they even knew you, you may decide to prove them right.

Some citizens' like to be part of a social group, fulfilling their own needs. Some people simply may not feel comfortable with their own identity, and may prefer to be looked upon as a group rather than an individual. Eg many young girls want blond hair, and big boobs as they think that is what men want.

Q3. Assess the ways in which governments can attempt to reduce discrimination:

There is much that the government does and can do to help reduce discrimination. One example of this is introducing new legislation. The government brings out new laws to reduce discrimination against particular social groups. This maybe helping wheel chair users to access buildings more easily and safely. The government brought out "the Disability Act". This meant that all buildings had to have adequate access for disabled people and/or wheel-chair users.

This helps reduce discrimination as it allows disabled people to get into buildings without any fuss or assistance. Because disabled people can now access the buildings on their own, they aren't seen as unable. Therefore, people don't label disabled people as weak and needy. The government may even enforce other legislations. Or even reinforce old laws, making changes to them, so that they can be put into practice.

Another way of reducing discrimination is by campaigning. There has been many campaigns that the government has enforced to help reduce discrimination. One example of this is the campaign

to help single, female parents back into work. The government is currently offering single, women money so that they are able to pay for day care, and find a part-time job. Female parents have been discriminated against for years - apparently they're only good for cooking, cleaning and looking after the children. Well this campaign was introduced to help reduce discrimination.

Another way in which the government tries to reduce discrimination is by introducing new positive discrimination. "The Equal Opportunities Act" is an example of this. This states that it is illegal for employers to discriminate against people on terms of race, age, gender, ethnicity and many more factors. This legislation was and still is very effective in Britain. As it is proven when you go to local cafés and restaurants.

GCE Citizenship Unit 1 Commentaries

CIST 1 Q2

Candidate A

This response covers some of the key elements of the question. It lacks a clearly defined structure and drifts from example to example. The candidate clearly understands the key issues by their use of examples and correct terminology. The piece of work is of a very good length but peters out at the end. This response covers some elements of the mark scheme but reference must be made back to the generic scheme. AO1 Level 2/3 AO2 Level 2 AO3 Level 2.

CIST 1 Q3

Candidate A

A response that covers many of the key elements of the mark scheme. Two clear examples of legislation are outlined as well as an example of a campaign. Numerous groups are mentioned in regard to discrimination. The weakness in regard to this response is the limited degree of analysis of the evidence. The response is more about outlining rather than assessing government action. AO1 Level 3 AO2 Level 2 AO3 Level 2/3