

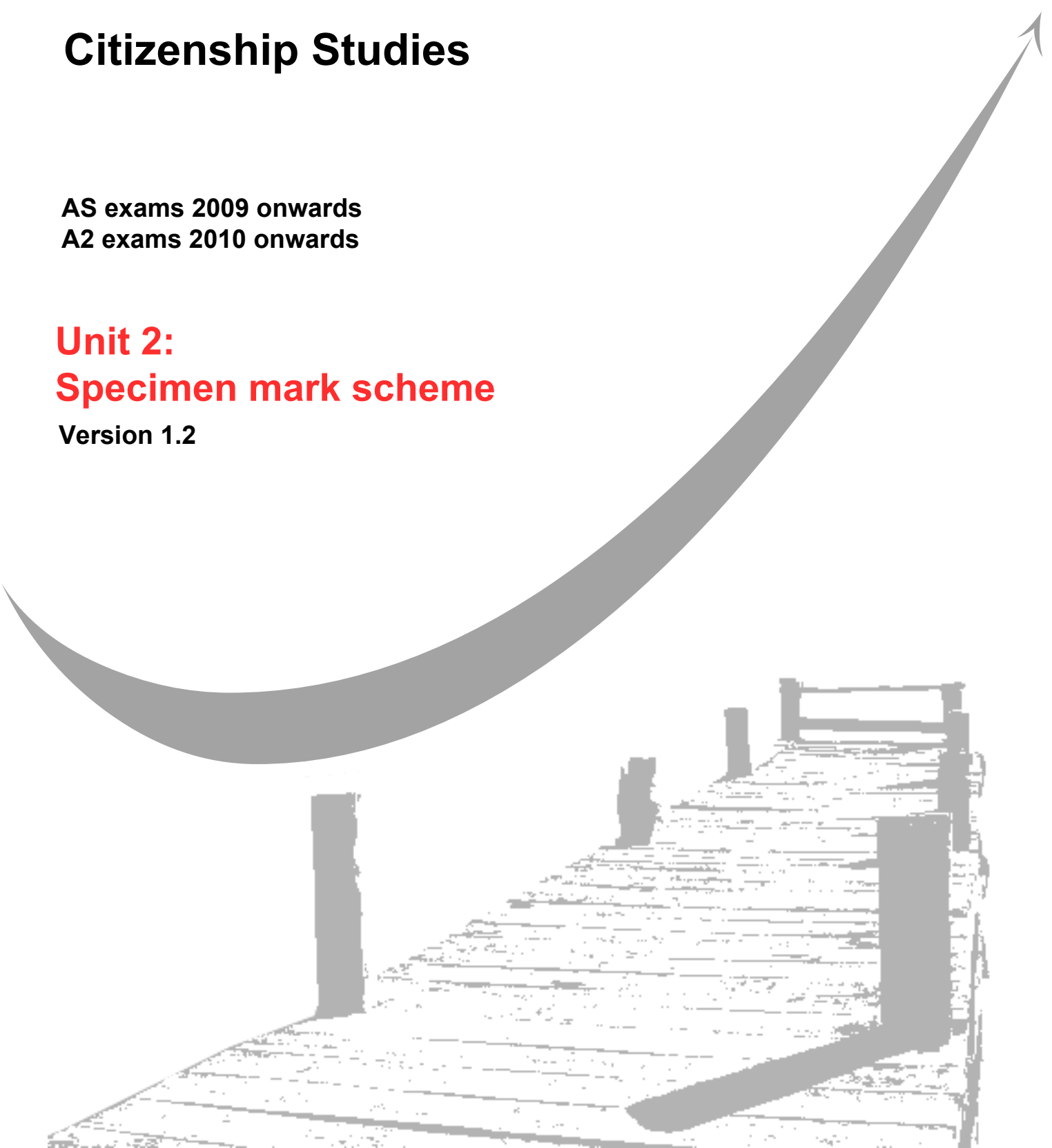
GCE
AS and A Level

Citizenship Studies

AS exams 2009 onwards
A2 exams 2010 onwards

Unit 2: **Specimen mark scheme**

Version 1.2





General Certificate of Education

Citizenship Studies C1ST2

**Unit 2 – Democracy, Active Citizenship and
Participation**

Specimen Mark Scheme

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website:
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Dr Michael Cresswell, Director General.

GCE CITIZENSHIP STUDIES Unit 2

GENERIC MARK SCHEME for part question 1(a) ~ (5 marks)

Level	Assessment Objective AO1 Knowledge and Understanding
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 are used to relate knowledge and understanding to citizenship issues.
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.
Level 1	(1 mark) Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories. Candidates may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present
	(0 marks) No relevant response.

GENERIC MARK SCHEME for part question 1(b) ~ (10 marks)

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action
3	<p>(3–4 marks) 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) 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) 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>(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>

Part question 1(b) continued

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action
1	<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 to 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 2 & 3 ~ (15 marks)

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action
3	(5–6 marks) 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.	(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.	(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 candidate's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.
2	(3–4 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.	(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.	(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.
1	(1–2 marks) Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories. Candidates may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.	(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.	(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.
	0 marks No relevant response.	0 marks No relevant response.	0 marks No relevant response.

**GENERIC MARK SCHEME for
part question 4(a) ~ (5 marks)**

Level	AO3 Communication and Action
3	(4-5 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 candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.
2	(2-3 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. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.
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.
	0 marks No relevant response.

**GENERIC MARK SCHEME for
Part questions 4(b) & 4(c) ~ (15 marks)**

Level	AO2 Analysis and Evaluation	AO3 Communication and Action
3	<p>(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.</p>	<p>(9–12 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 candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.</p>
2	<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>(5–8 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. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</p>
1	<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>(1–4 marks) 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>

**GENERIC MARK SCHEME for
Part question 4(d) ~ (25 marks)**

Level	AO3 Communication and Action
3	<p>(17–25 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 candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.</p>
2	<p>(9–16 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. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</p>
1	<p>(1–8 marks) 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>

SECTION A

1

(a) Identify **two** ways in which the internet aids campaigning. (5 marks)

0–2 marks. Only one clear or two partial examples quoted of internet use.
3–5 marks. Two clearly identified uses quoted ie mass audience, speed of response, fund raising, and media coverage. The examples may be embedded within contemporary case studies or examples based upon their own active citizenship participation.

(b) To what extent is the Countryside Alliance an outsider pressure group? (10 marks)

The response clearly indicates what is understood by the term outsider pressure group: one which does not directly work with government or its agencies nor seek public funding. This point may be made with the use of other contemporary examples eg Fathers for Justice or Greenpeace. The response outlines the work of the Countryside Alliance regarding rural issues and its Campaign against the governments anti hunting legislation. The account may contain examples of the way in which it campaigns using direct action protest. Based upon the evidence presented a clear conclusion is reached.

EITHER

2 Assess the reasons, using case studies, why some pressure group campaigns are more successful than others. (15 marks)

The response is clearly based upon several case studies of pressure group campaigning. The case studies used should be recent and can either be locally, regionally, nationally or globally based and candidates may also draw upon their own active citizenship participation within their centre or wider community. The points made should deal with the nature of the cause, membership of the group, finance available, public perception of the cause, use of and reaction of the media and an assessment of the methods used by the various groups. Answers at the highest level will cover a range of widely differing groups and causes and give a clear assessment of successful criteria in relation to the groups.

OR

3 Why should citizens be concerned about who owns and controls the media in the UK?
(15 marks)

The response clearly indicates what in its broadest sense is meant by the term, 'the media'. A clear account is given regarding the ownership of the private media sector in the UK. The account should include a range of styles of ownership, from multinational to individuals to charitable foundations. The role of the state in regard to television will be mentioned regarding public sector broadcasting. The response raises several issues of concern ie cross media/business interests, political influence, and role of the state, involvement and powers of the various voluntary and statutory bodies regulating the media. A clear conclusion regarding the level of concern is given based upon the evidence presented.

SECTION B

4

(a) Outline how developing an area of citizenship knowledge helped with an active citizenship task you have undertaken.
(5 marks)

0–2 marks. The response is partial and does not give a clear understanding of how the candidate has developed their own subject knowledge in relation to their own active citizenship participation the linkage between the knowledge and the nature of the participation is not well developed.

3–5 marks. The response clearly identifies an area of subject knowledge from the specification. The account outlines clearly the means by which the candidate developed their subject knowledge in relation to their own active participation. There is clear linkage between the task and the knowledge researched.

Examples of Active Citizenship Participation could include:

- Activities to increase a candidate's knowledge of the identities of different groups of people within society and how this helped them to understand the definition of Britishness.
- Activities designed to identify and overcome discrimination in the local community.
- Activities to identify the candidates' rights and responsibilities as a young person.
- Activity to identify the sources of legal representation and advice in the local community.
- Activity to identify the impact of the EU on life in the local community.

The nature of the active citizenship participation should be clearly identified within the response.

- (b) What are the advantages and disadvantages of working with others when carrying out citizenship activities? Use examples of your own activity to support the points you are making. *(15 marks)*

The response should explore the pros and cons of individual versus collective action to achieve an intended purpose and candidates should deal equally with the advantages and disadvantages of working with others. The response is based upon clear examples from the candidate citizenship activities. The response should indicate reasons for working in groups ie range of activities, skills available, size of the task. Reference should also be made to the development of the skills of advocacy, negotiation, planning, decision making and problem solving. Roles will be discussed in relation to the nature of their participation for example leadership and delegation of roles and responsibilities within groups. The nature of group dynamics will be mentioned as against the benefits/drawbacks of working alone on a task. The response will be clearly underpinned by the nature of the active participation outlined in the response.

- (c) How effective is the protest detailed in the extract as a form of active citizenship participation? Use examples of your own activity to support the points you are making. *(15 marks)*

The response clearly indicates an understanding of the term active citizenship. The areas mentioned in the source are examined and the response provides a balanced approach. The response will draw upon the candidates own participation and on other examples of active citizenship to develop the points being made. The response will clearly demonstrate the difference between participation through the political process and direct action. Candidates should examine the nature of direct action campaigns and their impact. The response arrives at a clear conclusion based upon the evidence provided. It is anticipated that comments relating to this issue at the highest level will be very conditional.

- (c) 'Active citizenship is just about helping others'. Using examples from your own active citizenship participation, critically assess this claim. *(25 marks)*

The response adopts a broad approach regarding a definition of the term active citizenship. There is a clear distinction given between volunteering and active citizenship. The response should include numerous contemporary examples of active citizenship and the candidate's own active citizenship participation during the course. Candidates should explore and reflect on the degree of success of the action they participated in. The response will indicate that there is a range and development that occurs in relation to active citizenship and reflections might include that, as an issue is researched and debated, opinions change and different action may ensue. The response indicates that active citizenship is about participation in its widest sense and is motivated often by broader societal concern rather than a narrower self interest perspective. As well as referencing theories of participation, candidates should also relate their actions and issues to the concepts they have been exploring such as democracy, justice, diversity etc and, ultimately, the development of their understanding of citizenship.

ASSESSMENT OBJECTIVE GRID

		Section A					Section B				Total Marks by Assessment Objective
A2 Assessment Objective		Marks allocated by Assessment Objective Part (a) question	Marks allocated by Assessment Objective Part (b) Question	Marks allocated by Assessment Objective Part (c) question	Marks allocated by Assessment Objective Part (a) question	Marks allocated by Assessment Objective Part (b) Question	Marks allocated by Assessment Objective Part (c) question	Marks allocated by Assessment Objective Part (d) Question			
AO1		5	4	6	0	0	0	0	0	15	
AO2		0	3	5	0	3	3	0	0	14	
AO3		0	3	4	5	12	12	25	61		
Total		5	10	15	5	15	15	25	90		