



General Certificate of Education

Citizenship Studies

CIST1 – Identity, Rights and Responsibilities

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

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Dr Michael Cresswell Director General

GCE CITIZENSHIP STUDIES Unit 1

**GENERIC MARK SCHEME for Questions

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0	5
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Level	Assessment Objective AO1 Knowledge and Understanding
Level 3	<p>(4–5 marks)</p> <p>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>
Level 2	<p>(2–3 marks)</p> <p>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>
Level 1	<p>(1 mark)</p> <p>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>(0 marks)</p> <p>No relevant response.</p>

GENERIC MARK SCHEME for Questions 0 2 and 0 6

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

GENERIC MARK SCHEME for Questions 0 2 and 0 6 continued

<p>1</p>	<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 03 , 04 , 07 and 08

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action
3	<p>(5–6 marks)</p> <p>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.</p>	<p>(4–5 marks)</p> <p>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>(3–4 marks)</p> <p>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>(3–4 marks)</p> <p>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>(2–3 marks)</p> <p>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)</p> <p>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>

GENERIC MARK SCHEME for Questions 03 , 04 , 07 and 08 continued

<p>1</p>	<p>(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.</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.</p>
	<p>(0 marks) No relevant response.</p>	<p>(0 marks) No relevant response.</p>	<p>(0 marks) No relevant response.</p>

The following indicative content is to be used in conjunction with the Generic Mark Bands. The points identified are those expected to be found in responses within the highest level. Responses judged to be characterised by lower levels are likely to include progressively fewer relevant points.

In addition to the indicative content detailed here, all relevant responses will be given credit.

SECTION A – IDENTITY

Total for this section: 30 marks

0 | 1 Briefly explain what is meant by *cultural difference*. (5 marks)

The response demonstrates a clear understanding of the term *cultural difference*. This understanding is likely to focus on the idea that all societies have a culture, and that different societies will have different cultures. This can lead to differences in language, beliefs, norms, values, customs, roles, knowledge, skills, art, clothing, religion, ways of cooking, etc.

Level 3	5 marks	Response fully explains <i>cultural and difference</i> . Normally likely to show understanding of culture through 2 or more elements, eg way of life, norms, values, religion. Has examples of different cultures, eg Christian and Muslim. Excellent understanding of culture without example can get level 3.
	4 marks	Shows one aspect of culture, eg religion. Has examples of different cultures, eg Christian and Muslim.
Level 2	3 marks	Response fully explains <i>cultural and difference</i> . Usually without examples of different groups.
	2 marks	Shows one aspect of culture, eg religion. Has no examples of different cultures.
Level 1	1 mark	Limited or partial understanding of <i>cultural difference</i> .

0 | 2 Outline some of the reasons why multiculturalism has become such a controversial issue in Britain in recent years. (10 marks)

AO1

Level 3 (3-4 marks). At the highest level, answers demonstrate knowledge of multiculturalism as a set of ideas and a policy which recognises, celebrates and promotes the diversity of cultures in the UK, an idea and policy that acknowledges the positive aspects of diversity. Responses likely to show awareness that multiculturalism is policy, not just different cultures. Examples should be given, eg anti-discrimination laws, translation of documents, expansion of faith school, etc. Knowledge that multiculturalism has been increasingly criticised in recent years should be demonstrated.

Level 2 (2 marks). Answers demonstrate less accurate knowledge of multiculturalism as a policy, also showing only implicit understanding of what multiculturalism is, with fewer or less accurate examples. Expect awareness that the policy of multiculturalism accepts diversity as a good thing.

Level 1 (1 mark). Limited knowledge of multiculturalism is shown and examples may not be given or may not be accurate. Expect confusion about what multiculturalism is or very basic understanding. Answers might confuse multiculturalism with immigration.

AO2

Level 3 (3 marks). A range of reasons why multiculturalism has become controversial are expected which may include mention of the view that multiculturalism has not worked, fear of ‘watering down’ of British culture, the perceived lack of assimilation and integration, the possible breakdown of social cohesion in British society, the ‘ghettoisation’ or segregation of ethnic communities, the growth of Islamic extremism and terrorism, the growth in support of the BNP, the policy of Citizenship tests, equal opportunities concerns, institutional racism, fears over immigration, etc. Answers need to be related to the issue of multiculturalism, not just race and/or immigration. Normally three or more reasons why multiculturalism is controversial.

Level 2 (2 marks). Answers will contain evidence of the reasons why multiculturalism has become controversial in Britain in recent years, normally only two reasons given.

Level 1 (1 mark). Answers will contain little evidence of the reasons why multiculturalism has become controversial in Britain in recent years. Normally statements that multiculturalism is a bad thing without reasons given.

AO3

Level 3 (3 marks). A range of relevant evidence is selected and organised which forms the basis of the arguments being presented as to why multiculturalism has become such a controversial issue in Britain in recent years. 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.

Level 2 (2 marks). Arguments may not be as relevant but are related to citizenship participation and use citizenship terminology.

Level 1 (1 mark). Arguments are limited with little or no relation to citizenship participation or use of citizenship terminology.

0 3

Assess the reasons why some social groups may experience poor life chances.

(15 marks)

AO1

Level 3 (5-6 marks). Answers at the highest level demonstrate a good depth of knowledge and understanding of some of the reasons why some social groups, such as the poor, minority ethnic groups, women, the elderly, working class/underclass, etc experience poorer life chances than the general population. A range of examples may be used to relate knowledge and understanding to citizenship issues. These may be historical in nature, or drawn from local, national or international contexts. Three or more social groups will normally be referred to.

Level 2 (3-4 marks). Answers will contain less extensive knowledge of why some social groups may experience poorer life chances. Two groups will normally be referred to.

Level 1 (1-2 marks). Responses will contain very limited knowledge of the reasons why some social groups may experience poorer life chances. Only one group will normally be referred to. There may be confusion over what a social group is. Also, social groups may be thought of as a group of friends.

AO2

Level 3 (4-5 marks). There may be a reference to a range of reasons probably drawn from issues relating to discrimination, institutional and other forms of racism, stereotyping, media representation, scapegoating, historical contexts, etc. Answers may focus in some depth on a few of these reasons, or identify a wider range in less detail. Examples and evidence used is accurate and relevant. Answers at the highest level will show explicit analysis and evaluation of why some social groups may suffer poorer life chances. Answers that link reasons and those that refer to a ‘circle of poverty’ or structural versus cultural debate will be in this level.

Level 2 (2-3 marks). Answers will examine the reasons in less depth and examples may be less accurate. At this level explanations or analysis might be implicit, limited or common sense.

Level 1 (1 mark). Answers are likely only to identify how social groups may experience poorer life chances with little analysis or evaluation.

AO3

Level 3 (3-4 marks). A range of relevant evidence is selected and organised which forms the basis of the arguments being presented as to why some groups may experience poorer life chances than others. 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.

Level 2 (2 marks). The arguments may not be as relevant but are related to citizenship participation and use citizenship terminology.

Level 1 (1 mark). Arguments are limited with little or no relation to citizenship participation or use of citizenship terminology.

0 4

Why is the concept of *citizenship* problematic?

(15 marks)

AO1

Level 3 (5-6 marks). The response exhibits clear knowledge and understanding of the concept of citizenship, suggesting that at the very least an individual has a formal relationship with the state. Candidates will show knowledge and understanding of different views of citizenship, including ideological, legal, individual, active, etc. Three or more reasons why citizenship is problematic will normally be referred to.

Level 2 (3-4 marks). Answers will contain less extensive knowledge of why the concept of citizenship is problematic. Two reasons will normally be referred to.

Level 1 (1-2 marks). Responses will contain very limited knowledge of the reasons why the concept of citizenship is problematic. Only one group will normally be referred to.

AO2

Level 3 (4-5 marks). The response will analyse and evaluate the reasons why the concept of citizenship is problematic. Candidates will debate various aspects of citizenship and explain why there are different viewpoints and no accepted definition. Debates could include the nature of citizenship as national (eg UK), supranational (EU), or global. Citizenship could be analysed in terms of citizens versus subjects, citizens versus non-citizens, active citizenship versus social citizenship, social/social democratic citizenship versus New Right views, citizenship as a set of rights, citizenship as a set of duties, 'second-class citizens' on the basis of inequality (class, gender, ethnicity, etc), 'good' citizens – 'bad' citizens, citizens as consumers, etc. There should be an element of debate focused around 'problematic'. The response should come to a clear conclusion based upon the evidence presented.

Level 2 (2-3 marks). Answers are likely to show evidence of analysis and evaluation but not have the range of arguments. At this level explanations or analysis might be implicit, limited or common sense. They may examine the debate, but in less detail.

Level 1 (1 mark). Little evidence of analysis and evaluation is likely to be seen. Answers may not explain why citizenship is problematic.

AO3

Level 3 (3-4 marks). A range of relevant evidence is selected and organised which forms the basis of the arguments being presented as to why some groups may experience poorer life chances than others. 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.

Level 2 (2 marks). The arguments may not be as relevant but are related to citizenship participation and use citizenship terminology.

Level 1 (1 mark). Arguments are limited with little or no relation to citizenship participation or use of citizenship terminology.

SECTION B – RIGHTS AND RESPONSIBILITIES

Total for this section: 30 marks

0 5 Identify and briefly explain **two human rights**. (5 marks)

The response identifies and briefly explains **two** human rights:

Level 3	5 marks	Response that fully identifies and explains two human rights, eg the right to life, the right not to be tortured, the right to a fair trial, etc. Any right identified in the European Convention on Human Rights, the Human Rights Act or the United Nations Declaration on Human Rights will be rewarded. Including the rights to health, education and equality. Not all rights that UK citizens enjoy will necessarily be universal human rights.
	4 marks	Response identifies 2 human rights, explains one fully and one weaker explanation.
Level 2	3 marks	Response identifies 2 human rights, explains one fully or identifies 2 human rights and explains both weakly.
	2 marks	Response identifies and fully explains 1 human right or identifies 2 human rights without explanation.
Level 1	1 mark	Response identifies 1 human right with very weak or no explanation.

0 6 Outline some of the ways that rights are protected in Britain. (10 marks)

AO1

Level 3 (3-4 marks). Answers demonstrate knowledge of the ways that the rights of British citizens are protected. A range of ways can be examined including recourse to the European Court of Human Rights, legislation and access to the UK judicial system through the Human Rights Act, the Freedom of Information Act, the Data Protection Act, Judicial review, parliamentary channels, ombudsmen, tribunals, pressure groups (eg NSPCC, trade unions) etc. Normally three or more ways that rights are protected.

Level 2 (2 marks). Answers will demonstrate less accurate knowledge of the ways rights are protected in the UK and fewer examples may be given. Two ways that rights are protected will normally be given.

Level 1 (1 mark). Answers will demonstrate limited knowledge of the ways rights are protected in the UK is shown and examples may not be given or may not be accurate. Only one way that rights are protected will normally be given.

AO2

Level 3 (3 marks). Answers at this level will show explicit explanation and/or evaluation of the way that rights are protected in the UK. Three or more explanations of how rights are protected, not just what rights do we have, will normally be given. Specific legislation and bodies will be rewarded.

Level 2 (2 marks). Answers at this level will contain evidence of the ways rights are protected in Britain, but this will be more limited. Two explanations of how rights are protected will normally be given.

Level 1 (1 mark). Answers will contain little evidence of the ways rights are protected in Britain. Answers may state that laws protect rights.

AO3

Level 3 (3 marks). A range of relevant evidence is selected and organised which forms the basis of the arguments being presented as to why multiculturalism has become such a controversial issue in Britain in recent years. 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.

Level 2 (2 marks). Arguments may not be as relevant but are related to citizenship participation and use citizenship terminology.

Level 1 (1 mark). Arguments are limited with little or no relation to citizenship participation or use of citizenship terminology.

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Assess the advantages of alternative methods of resolving disputes. (15 marks)

AO1

Level 3 (5-6 marks). Answers demonstrate a good depth of knowledge and understanding of the various forms of alternative methods of resolving disputes including mediation, conciliation, arbitration, tribunals and ombudsmen other than the formal court system. Knowledge of three or more forms of ADR will normally be given.

Level 2 (3-4 marks). Answers will contain less extensive knowledge of various forms of alternative methods of resolving disputes, maybe showing knowledge of alternative legal approaches without being aware of the specific alternatives.

Level 1 (1-2 marks). Responses at the lowest level will contain very limited knowledge of the various forms of alternative methods of resolving disputes. Responses may not be aware of the alternatives to the court system.

AO2

Level 3 (4-5 marks). Answers will make reference to a range of advantages and disadvantages of alternative methods of resolving disputes. Arguments might include that they are potentially quick, cheap, operate in a specialised field and have expertise, are more flexible, operate less formally, can be private, moves work away from the courts and therefore frees up court time, etc. Criticisms of alternative methods of resolving disputes might include arguments that they behave too much like courts, it is a complicated system, there are too many different methods of resolving disputes, they are still quite formal and complicated, they can be inconsistent, they can be costly and protracted, they can be secretive, etc. The response should come to a clear conclusion based upon the evidence presented. Three or more arguments about ADR being advantageous will normally be given.

Level 2 (2-3 marks). Answers are likely to show evidence of analysis and evaluation but may be more unbalanced and not have the range of arguments, they might concentrate on cost.

Level 1 (1 marks). Little evidence of analysis and evaluation is likely to be seen.

AO3

Level 3 (3-4 marks). A range of relevant evidence is selected and organised which forms the basis of the arguments being presented as to why some groups may experience poorer life chances than others. 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.

Level 2 (2 marks). The arguments may not be as relevant but are related to citizenship participation and use citizenship terminology.

Level 1 (1 mark). Arguments are limited with little or no relation to citizenship participation or use of citizenship terminology.

0 8

'The rights and duties of the citizen can sometimes conflict.' Assess this view.

*(15 marks)***AO1**

Level 3 (5-6 marks). Answers demonstrate a good depth of knowledge and understanding of the nature of rights and duties of citizens. Candidates will be aware there are different forms of rights including human rights, civil rights, political rights, social rights, consumer rights, moral rights, etc. Some duties are legal, others are moral or ethical. Three or more rights and related duties that conflict will normally be given. For guidance, (eg) I have a right to play music, however, I have an associated duty not to allow this to conflict with my neighbour's right to peace and quiet.

Level 2 (3-4 marks). Answers will contain less extensive knowledge of various forms of the nature of rights and duties of citizens. Two rights and duties that conflict will normally be given. For guidance, (eg) I have a right to play music, however my neighbour has a right to peace and quiet. The duty is implied and not explicit therefore level 2.

Level 1 (1-2 marks). Responses will contain very limited knowledge of the various nature of rights and duties of citizens. For guidance, (eg) I have the right to play loud music.

AO2

Level 3 (4-5 marks). Responses will analyse and evaluate the reasons why the rights and duties of citizens can sometimes conflict. Normally three or more arguments will be given. Answers in the top level will draw on debates between rights and associated duties. It is expected that level 3 answers will give specific examples of conflicting rights and duties. There are a number of debates that could be examined, including the duty to pay tax versus the right to keep your own money or not wanting it to be spent on nuclear weapons for example, the duty to serve your country versus the right to life, freedom of conscience, the duty to obey the law even if it is an unjust law, the duty not to offend people versus free speech, the duty to vote in a democratic society and the right not to participate, the duty to work if unemployed versus your welfare rights, whether citizens should have to earn their rights through carrying out their duties or whether they should have rights irrespective of whether they carry out their perceived duties, etc.

Level 2 (2-3 marks). Answers will show evidence of analysis and evaluation but at lesser extent to the highest level. Normally two arguments will be given. Answers that focus on the notion that rights can conflict with other rights. Answers that suggest certain individuals or groups shouldn't have rights, implicitly arguing that they have not fulfilled their duties.

Level 1 (1 mark). Answers are unlikely to distinguish between rights and duties, with little analysis or evaluation. Answers may just focus on citizens have some rights. Answers may focus on rights like criminals being incarcerated as a threat to a prisoner's liberty.

AO3

Level 3 (3-4 marks). A range of relevant evidence is selected and organised which forms the basis of the arguments being presented as to why some groups may experience poorer life chances than others. 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.

Level 2 (2 marks). The arguments may not be as relevant but are related to citizenship participation and use citizenship terminology.

Level 1 (1 mark). Arguments are limited with little or no relation to citizenship participation or use of citizenship terminology.