



General Certificate of Education

Citizenship Studies CIST1

**Unit 1 – Identity, Rights and
Responsibilities**

Mark Scheme

2010 examination - January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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Dr Michael Cresswell, Director General.

**GCE CITIZENSHIP STUDIES Unit 1
GENERIC MARK SCHEME for Questions 1 and 4 part (a)**

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 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 Questions 1 and 4 part (b)

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action
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 are used to relate knowledge and understanding to citizenship issues.	(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.	(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.
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	(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.	(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

	relate knowledge and understanding to citizenship issues.		to citizenship participation. There may be occasional errors of spelling, punctuation and grammar.
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 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 and the response may not be legible.
	(0 marks) No relevant response.	(0 marks) No relevant response.	(0 marks) No relevant response.

GENERIC MARK SCHEME for Questions 2, 3, 5 and 6

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 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.

SECTION A – IDENTITY

Total for this section: 30 marks

1.

(a) Briefly explain what is meant by *life chances*.

(5 marks)

For 4–5 marks the response demonstrates a clear understanding of the term *life chances*. This understanding is likely to focus on the notion of the ability of an individual to improve his or her quality of life and their social situation. This could include mention of chances of access to education, employment, health care, housing etc, and problems caused by lack of these things such as ill-health, poverty, social exclusion etc. The response shows full understanding of *life chances* with good, clear examples or developed example. Candidates will be expected to appreciate life chances go beyond money and income.

For 2–3 marks a partial or incomplete response to explain *life chances* with limited example or examples.

For 1 mark a basic or limited response to explain *life chances* with no examples.

(b) Outline the problems with defining the term poverty.

(10 marks)

AO1 (3-4 Marks)

Answers demonstrate knowledge of poverty. That poverty refers to deprivation of both tangible items such as food, shelter, sanitation etc. but also intangible items such as access to a normal standard of living in that society and includes social exclusion. Answers are expected to appreciate that there is absolute and relative poverty and indeed many other forms of poverty including fuel poverty.

Level 2 (2 marks) Answers demonstrate less accurate knowledge of poverty. Candidates may be aware of absolute and relative poverty but not add much more detail.

Level 1 (1 mark) Limited knowledge of poverty is shown and examples may not be given or may not be accurate or may be common sense.

AO2 (3 marks)

A range of reasons why poverty is hard to define will likely focus on poverty as being absolute or relative in nature. Absolute poverty refers to a lack of items necessary for human survival including food, shelter, sanitation, health care. This form of poverty is not normally said to exist in the UK. However, relative poverty which in the UK is ‘household income below 60 per cent of median income’ is more problematic. By its nature, relative poverty will be constantly changing depending on what the median income is or any other criteria by which one measures poverty by comparison to others. Problems also include the idea of relative poverty as items needed in a modern country like the UK. Should a mobile phone or access to broadband be classed as poverty? How can you measure what is normal for a society? Fuel poverty in the UK is measured as spending 10% or more of your household income on maintaining satisfactorily warm accommodation.

Level 2 (2 marks) Answers will contain evidence of the reasons why poverty is hard to define. Perhaps only two reasons given. Debates on the reasons for poverty and the problems of poverty are unlikely to get above Level 2.

Level 1 (1 mark) Answers will contain little evidence of the reasons why poverty is hard to define.

AO3 (3 Marks)

A range of relevant evidence is selected and organised which forms the basis of the arguments being presented about the problems of defining poverty. Arguments are clear and logical. 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.

(2) 'Immigration has a significant impact on UK society.' Assess this view. (15 marks)
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AO1 (5-6 Marks)

Answers demonstrate a good depth of knowledge and understanding of the extent of immigration to the UK in recent years. Candidates might be expected to have knowledge of new commonwealth immigration in the 40s, 50s and 60s. Of particular contemporary relevance is the 2004 and 2007 EU expansion, with the UK opening its borders immediately to Eastern European workers in and to a lesser extent in 2007. Knowledge of Polish and other immigration is expected but not essential. Knowledge of the impact of immigration is also required. This may include social, economic, political, cultural etc and their respective impacts. An understanding that Eastern European migrants appear to be returning home will be rewarded. The distinction between legal and illegal immigration should also be rewarded. 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.

Level 2 (3-4 marks) Answers will contain less extensive knowledge of the impact of immigration on the UK.

Level 1 (1-2 marks) Responses will contain very limited knowledge of the impact of immigration on the UK. Basic or limited knowledge of immigration to the UK might be expected.

AO2 (4-5 Marks)

There is reference to a range of impacts probably drawn from issues relating to positive and negative impacts. Positive impacts may include the advantages of diversity on our culture, the benefits to the economy of cheaper, highly skilled labour, the flexibility in the labour market, greater tax receipts for government, etc. Negative arguments might include overpopulation, services being overburdened, fears for 'British' culture and identity, UK workers losing out in the job market, impact on the housing market, social tensions etc. Answers may focus in some depth on a few of these impacts, 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 the impact of immigration to the UK in recent years. A balanced answer is expected.

Level 2 (2-3 marks) Answers will assess the impact of immigration on the UK in less depth and examples may be less accurate.

Level 1 (1 mark) Answers are likely only to argue that immigration has had a negative impact or positive impact without much discussion. Explanations or analysis might be perfunctory or common sense.

AO3 (3-4 Marks)

A range of relevant evidence is selected and organised which forms the basis of the arguments being presented about the impact of immigration on UK society. Arguments are clear and logical 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 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.

3) Assess some of the problems with defining what is meant by 'Britishness'. (15 marks)

AO1 (5-6 Marks)

Answers demonstrate knowledge of the concept of 'Britishness', referring to the idea that there is, considered by some, a distinct British identity. Such responses may refer to specific notions of 'Britishness' in detail or three or more perceptions of Britishness may be put forward in less detail. Britishness may be constructed around where a citizen was born, their behaviour, their passport, their feelings, their ethnicity, etc.

Level 2 (3-4 marks) Answers will contain less extensive knowledge of the concept of 'Britishness'. Two perceptions of Britishness may be put forward.

Level 1 (1-2 marks) Responses will contain very limited and basic knowledge of the concept of 'Britishness'.

AO2 (4-5 Marks)

The response acknowledges the problematic nature of the notion of 'Britishness'.

'Britishness' as race, as culture or ethnicity, as a legal concept, the awareness of different identities representing the English, Welsh, Scottish and Northern Irish, other regional identities and cultures, etc. Discussion of the political and nature of such definitions, implications for social inclusion, and the impact of immigration and multiculturalism, may all figure within the answer. Answers are also likely to make reference to issues of ethnicity and perceived race.

Level 2 (2-3 marks) Answers will assess the problems of defining what is meant by 'Britishness', but in less depth and examples may be less accurate. Explanations or analysis might be perfunctory or common sense. They may examine the debate, but not in much detail.

Level 1 (1 mark) Answers are likely only to argue at a very basic level or not at all about the problems of defining 'Britishness'. Answers may not explain why the term is problematic. Answers that state a definition of Britishness without acknowledging the problematic nature are unlikely to get out of this level.

AO3 (3-4 Marks)

A range of relevant evidence is selected and organised which forms the basis of the arguments being presented about the difficulty of defining what is meant by 'Britishness'. Arguments are clear and logical. 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

4.

(a) Briefly explain the term *data protection*.

(5 marks)

For 4–5 marks the response briefly explains the term *data protection*, namely the way information, usually in electronic form, is secured and prevented from being obtained by those unauthorised to obtain that information i.e. the extent of privacy. The response shows full understanding of *data protection* with good, clear examples or developed example. Knowledge of Data Protection Act usually answers the question.

For 2–3 marks a partial or incomplete response to explain *data protection* probably with limited example or examples.

For 1 mark a basic or limited response to explain *data protection* probably with no examples.

(b) Outline how a citizen in the UK can access information held by the state.

(10 marks)

AO1 (3-4 Marks)

Answers demonstrate knowledge a good depth of knowledge and understanding of the rights of an individual to information held about him/her or other information in general.

There is likely to be reference to the Freedom of Information Act 2000, the Information Commissioner's Office and the Data Protection Acts 1984 and 1998. Candidates are likely to explicitly refer to the FOI to be in top level.

Level 2 (2 marks) Answers will demonstrate less accurate knowledge of how a citizen can access information held by the state, fewer examples may be given.

Level 1 (1 mark) Answers will demonstrate limited knowledge of how a citizen can access information held by the state. Examples may not be given or may not be accurate.

AO2 (3 Marks)

Candidates may explain that citizens can contact public authorities requesting specific information. Public authorities include central and local government, hospitals, schools, universities, the police and prisons. That public authorities should provide that information unless it is exempted. Exemptions include personal information about individuals, thereby breaching confidence, and whether not releasing the information is more in the public interest than releasing the information. The ICO rules on whether rules on the freedom of information have been breached and prosecutes those alleged to broken the rules.

Knowledge that the majority of Freedom of Information enquiries come from media organisations will be rewarded. Examples of use will also be rewarded, e.g. ruling that the cabinet meeting in 2003 when the invasion of Iraq was discussed should be released.

Level 2 (2 marks) Answers at this level will contain an explanation of how the individual can obtain information held by the state, but this will be more limited.

Level 1 (1 mark) Answers will have a limited, basic or inaccurate explanation of how the individual can obtain information held by the state. Answers may be barely relevant or very implicit or common sense.

AO3 (3 Marks)

A range of relevant evidence is selected and organised which forms the basis of the arguments being presented on how citizens can access information held by the state. Arguments are clear and logical. 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.

(5) Discuss the differing nature of civil law and criminal law.

(15 marks)

AO1 (5-6 Marks)

Answers demonstrate a good depth of knowledge and understanding of the differing nature of civil law and criminal law. Candidates show knowledge that civil law deals with the relationships between ordinary individuals, organisations and public bodies. Civil law deals with such issues as family law and contracts. Criminal law by contrast deals with the breaking of laws and will often be associated with such crimes as murder, robbery, assault and theft. Candidates may also be rewarded for showing knowledge that different types of courts and court processes are used etc. Knowledge of ADR within civil law will be rewarded.

Level 2 (3-4 marks) Answers will contain less extensive knowledge of civil and/or criminal law. The response may be unbalanced in its dealing with civil and/or criminal law

Level 1 (1-2 marks) Responses will contain very limited knowledge of civil and/or criminal law.

AO2 (4-5 Marks)

Candidates may develop the answer and look at the nature of criminal law, which can be said to have a number of functions, including deterrence, to punish, and to set out the behaviour society considers appropriate. The state brings prosecutions in criminal law and punishes the wrong-doer. Furthermore, the burden of proof is higher than in civil law being 'guilty beyond reasonable doubt'. In civil law, individuals or organisations bring the cases and the burden of proof is 'on the balance of probabilities'. The function of civil law is to compensate the victim for wrongs done. Candidates may show knowledge that some incidents may give rise to both civil and criminal proceedings and that the same incident may have different outcomes in different courts.

Level 2 (2-3 marks) Answers will show evidence of the differing nature of civil and criminal law but to a lesser extent to the highest level. Expect two differences.

Level 1 (1 mark) Answers are likely only to identify that there are differences but these will be very basic, with little analysis or evaluation.

AO3 (3-4 Marks)

A range of relevant evidence is selected and organised which forms the basis of the arguments being presented about the differences between civil and criminal law. Arguments are clear and logical. 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.

(6) 'Citizens have too many rights and not enough responsibilities.' Assess this view.
(15 marks)

AO1 (5-6 Marks)

Answers demonstrate a good depth of knowledge and understanding of the nature of rights and responsibilities or duties of citizens. Candidates will be aware there are different forms of rights, including human rights, civil rights, political rights, social rights, consumer rights, etc. Some duties are legal, others are moral or ethical.

Level 2 (3-4 marks) Answers will contain less extensive knowledge of rights and responsibilities and will contain fewer examples.

Level 1 (1-2 marks) Responses at the lowest level will contain very limited knowledge of rights and responsibilities, perhaps without examples.

AO2 (4-5 Marks)

The response will analyse and evaluate the debate over the rights and duties of citizens. Candidates may examine the relationship between rights and responsibilities, including whether rights are earned through carrying out duties or whether all rights are entitlements, irrespective of citizens actions. Particular debates that may arise include welfare rights versus the duty to work, the right to health care if you are a smoker for example, the right to humane prison conditions after committing a crime, the perceived duty to vote in a democratic society, the duty to look after others in society, the responsibility not to litter, duty to serve on juries, duty to obey the law, etc.

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 or depth of argument.

Level 1 (1 marks) Little evidence of analysis and evaluation is likely to be seen. Perhaps seeing agreement with the question.

AO3 (3-4 Marks)

A range of relevant evidence is selected and organised which forms the basis of the arguments being presented about citizens' rights and responsibilities. Arguments are clear and logical. 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.

ASSESSMENT OBJECTIVE GRID

	Section A			Section B			Total Marks by 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	
A2 Assessment Objective							
AO1	5	4	6	5	4	6	30
AO2	0	3	5	0	3	5	16
AO3	0	3	4	0	3	4	14
Total	5	10	15	5	10	15	60