



**General Certificate of Education**

# **Citizenship Studies CIST2**

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

## **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 2**

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

<b>Level</b>	<b>Assessment Objective AO1 Knowledge and Understanding</b>
<b>Level 3</b>	<b>(4–5 marks)</b> 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.
<b>Level 2</b>	<b>(2–3 marks)</b> 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.
<b>Level 1</b>	<b>(1 mark)</b> 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
	<b>(0 marks)</b> 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><b>(3–4 marks)</b>                      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><b>(3 marks)</b>                      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><b>(3 marks)</b>                      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><b>(2 marks)</b>                      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><b>(2 marks)</b>                      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><b>(2 marks)</b>                      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**

<b>Level</b>	<b>AO1 Knowledge and Understanding</b>	<b>AO2 Analysis and Evaluation</b>	<b>AO3 Communication and Action</b>
<b>1</b>	<p><b>(1 mark)</b> 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><b>(1 mark)</b> 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><b>(1 mark)</b> 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><b>0 marks</b> No relevant response.</p>	<p><b>0 marks</b> No relevant response.</p>	<p><b>0 marks</b> No relevant response.</p>

**GENERIC MARK SCHEME for questions 2 & 3 ~ (15 marks)**

<b>Level</b>	<b>AO1 Knowledge and Understanding</b>	<b>AO2 Analysis and Evaluation</b>	<b>AO3 Communication and Action</b>
<b>3</b>	<b>(5–6 marks)</b> 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.	<b>(4–5 marks)</b> 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.	<b>(3–4 marks)</b> 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.
<b>2</b>	<b>(3–4 marks)</b> 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.	<b>(2–3 marks)</b> 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.	<b>(2 marks)</b> 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.
<b>1</b>	<b>(1–2 marks)</b> 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.	<b>(1 mark)</b> 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.	<b>(1 mark)</b> 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.
	<b>0 marks</b> No relevant response.	<b>0 marks</b> No relevant response.	<b>0 marks</b> No relevant response.

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

Level	AO3 Communication and Action
3	<p><b>(4-5 marks)</b>                      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><b>(2-3 marks)</b>                      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><b>(1 mark)</b>                      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><b>0 marks</b>                      No relevant response.</p>

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

Level	AO2 Analysis and Evaluation	AO3 Communication and Action
<b>3</b>	<p><b>(3 marks)</b> 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><b>(9–12 marks)</b> 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>
<b>2</b>	<p><b>(2 marks)</b> 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><b>(5–8 marks)</b> 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>
<b>1</b>	<p><b>(1 mark)</b> 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><b>(1–4 marks)</b> 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><b>0 marks</b> No relevant response.</p>	<p><b>0 marks</b> No relevant response.</p>



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

Level	AO3 Communication and Action
3	<p><b>(17–25 marks)</b></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.</p> <p>Where appropriate the response recognises and draws upon the candidate’s own experiences in relation to citizenship participation.</p> <p>The response should be legible with few, if any, errors of spelling, punctuation and grammar.</p>
2	<p><b>(9–16 marks)</b></p> <p>A range of information is selected and organised, from which arguments are developed.</p> <p>The response makes good use of appropriate citizenship terminology.</p> <p>Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation.</p> <p>The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</p>
1	<p><b>(1–8 marks)</b></p> <p>There is little or no attempt to select and organise information and construct arguments.</p> <p>The response makes limited use of appropriate citizenship terminology.</p> <p>Where appropriate the response indicates only a limited ability to discuss basic elements of citizenship participation.</p> <p>Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p>
	<p><b>0 marks</b></p> <p>No relevant response.</p>

The following indicative content is to be used in conjunction with the Generic Mark Bands. In addition to the indicative content detailed here, all relevant responses will be given credit.

## SECTION A

**1(a)** Identify **two** sections of the community that you believe should be represented on a Citizens' Panel and briefly explain why each should be represented. *(5 marks)*

1 mark Partial response, indicates one group.

2–3 marks Only one clear or two partial groups identified, limited attempt at explanation.

4–5 marks Two clearly identified groups and a reason given for each of them being included.

**1(b)** Briefly examine other ways in which citizens can be involved in local decision making. *(10 marks)*

### AO1

The account will clearly outline ways in which a citizen is able to help a local authority in its decision making, eg voting, writing to a local councillor, attending council meetings, standing for office, etc.

### AO2

The account will examine a range of ways a citizen can be involved in local decision making. Clear evaluative statements will be at the higher mark range.

### AO3

The account will use correct citizenship language in regard to the topic. The account may relate to examples of the candidate's own involvement and/or local community. The account may discuss issues like representation and democracy.

**EITHER**

**2** 'The economy is so important to us all that the government must intervene in its running.' Assess this statement. *(15 marks)*

**AO1**

The account will outline some of the ways in which the government is involved in the economy. The account will explain the nature of the term 'the economy' and outline ways in which the government does intervene in the economy from taxes to nationalisation. The account may contain references to recent examples of direct government action or when the government fails to act. The account will contain several examples of the impact of the economy on the daily life of citizens.

**AO2**

The impact of a lack of government involvement may be explained. The response may make reference to economic or political philosophy of particular political parties.

**AO3**

The account will use the correct terminology in regard to the economy. The account will discuss the impact of a range of differing government interventions in the economy.

**OR**

**3** Assess the claim that all political power in the UK is held by central government. *(15 marks)*

**AO1**

The account gives a clear description of the differing levels of government that currently exist within the UK. The relationship between central government and those involved in; devolved, regional and local government, and the EU will be outlined

**AO2**

The account will clearly indicate an understanding of the nature of governmental power in the UK; in that the UK has a centralised system whereby any further extensions of government must be approved by the UK parliament and equally central government has the power to disband any other level of government. Reference may be made to the concept/term Parliamentary sovereignty. The issues involved in reversing the current policy in regard to devolution and Europe may be discussed.

**AO3**

The account will use correct citizenship terminology and will indicate an understanding of the key concepts relating to political power. The response will draw upon examples from various levels of government from within the UK and may relate to activities that candidates have undertaken.

## SECTION B

**4(a)** Briefly outline how an active citizenship task that you have undertaken has helped you to develop a citizenship skill. *(5 marks)*

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

3–5 marks The response clearly identifies a citizenship skill. The account clearly outlines the means by which the candidate developed their skill base in relation to their own active participation. There is clear linkage between the task and the skill developed.

**4(b)** How effective have you been as an active citizen during this course? You should use examples from your Active Citizenship Profile to support the points that you are making. *(15 marks)*

AO2

The examples used by the candidate will be well developed and clearly indicate the nature of the active citizenship they have undertaken. The examples will clearly indicate how the candidate's action could 'make a difference', ie its effectiveness

AO3

Good use of citizenship, terminology in regard to Active Citizenship. The account will give a clear vision of how the candidate has been involved in the tasks outlined.

**4(c)** What would be the impact on your local community if more citizens became involved in voluntary work? *(15 marks)*

AO2

The examples quoted in the account are clearly related to real life examples within a local community. The account will contain a range of different forms of volunteering.

AO3

The account will use correct citizenship terminology and contain examples of the candidate's own involvement as well as understanding of the nature of volunteering.

**4(d)** Critically assess the claim that young people are not interested or involved in the political process. *(25 marks)*

AO3

The account will contain numerous examples of how young people are involved in the formal political process from political parties to the election process. The account may mention the increasing role of pressure groups and single issue politics which have motivated young people to be concerned about political issues. The contrary view of lack of interest will revolve around the issue of lack of formal political participation, ie political party membership and turnout at all public election in the UK, where 18-24 year olds often have the lowest turnout of any age group. All relevant points should be rewarded.

At the highest level of the mark range the response will clearly critically assess the contention of the question, giving a detailed account in regard to points for and against the proposition of the question. Weaker responses will tend to be more inbalanced in regard to giving juxtapositions for differing views.

The account will use correct citizenship terminology and arrive at a clear conclusion based upon the evidence presented.

### ASSESSMENT OBJECTIVE GRID

Assessment Objective	Section A			Section B				Total Marks by Assessment Objective
	Q 1(a)	Q 1(b)	Q 2 or 3	Q 4(a)	Q 4(b)	Q 4(c)	Q 4(d)	
AO1	5	4	6	0	0	0	0	15
AO2	0	3	5	0	3	3	0	14
AO3	0	3	4	5	12	12	25	61
<b>Total</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>5</b>	<b>15</b>	<b>15</b>	<b>25</b>	<b>90</b>