



**General Certificate of Education
June 2010**

Citizenship Studies

CIST1

Identity, Rights and Responsibilities

Unit 1

Mark Scheme

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GCE CITIZENSHIP STUDIES Unit 1

**GENERIC MARK SCHEME for Questions

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Level	Assessment Objective AO1 Knowledge and Understanding
Level 3	<p>(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.</p>
Level 2	<p>(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.</p>
Level 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 use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.</p>
	<p>(0 marks) 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	(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 relate knowledge and understanding to citizenship issues.	(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 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

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Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action
3	<p>(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.</p>	<p>(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.</p>	<p>(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.</p>
2	<p>(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.</p>	<p>(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.</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>
1	<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 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>

Section A – Identity**Total for this section: 30 marks****0 1**Briefly explain what is meant by *institutional racism*.*(5 marks)*

For 4–5 marks the response demonstrates a clear understanding of the term *institutional racism*. This understanding is likely to focus on discrimination of minority ethnic people which is unintentional, and based on the systems, processes, attitudes and behaviour of an institution which lead to differential outcomes to individuals due to their race or ethnicity. There is no need for any individual to be racist for the institution to be deemed institutionally racist. The response could include mention of the murder of Stephen Lawrence, the Macpherson Inquiry and the criticism of the Metropolitan Police.

For 2–3 marks an incomplete response to explain *institutional racism*, perhaps inaccurately explaining the institutional element of racism.

For 1 mark a partial or limited response to explain *institutional racism*, perhaps only attempting to define racism.

0 2

Outline some of the ways that racism is being tackled in the UK.

(10 marks)

AO1 (3-4 Marks)

Answers demonstrate knowledge of the way racism is being thought in the UK. Responses may include knowledge of legislation in the UK including the Race Relations Acts of 1965, 1968 and 1976, and Race Relations Act Amendment Act 2000, and the Human Rights Acts. Through education and changing attitudes e.g. all public authorities have the duty to promote racial harmony and Citizenship education, through the Equality and Human Rights Commission and its predecessors, through charities and other organisations like the Kick it Out campaign and indeed the Holocaust Educational Trust etc.

Level 2 (2 marks) Answers demonstrate less accurate knowledge of the way racism is being thought in the UK, with gaps in knowledge or errors. More general and less informed approaches may be given, perhaps mentioning 'discrimination acts' rather than specific legislation.

Level 1 (1 mark) Limited knowledge of the way racism is being thought in the UK with very general approaches may be mentioned, perhaps just 'education'.

AO2 (3 marks)

A range of ways that racism is being fought in the UK is needed. Answers should demonstrate how the approaches taken aim to eradicate or reduce racism in UK society. There are legislative approaches, there are educational approaches, there are attempts to change attitudes, etc.

Level 2 (2 marks) Answers at this level will contain more limited explanation of the ways racism is being fought in the UK.

Level 1 (1 mark) Answers will contain very limited explanation of the ways racism is being fought in the UK.

AO3 (3 Marks)

A range of relevant evidence is selected and organised which forms the basis of the way racism is being fought in the UK. 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.

EITHER

0 3 'Identity is not shaped by social class.' Assess this view. (15 marks)

AO1 (5-6 Marks)

Answers demonstrate a good depth of knowledge and understanding of social class in the UK. Candidates might be expected to appreciate the difficulty of defining class, but may mention it is related to income, employment, education, culture, etc. Candidates would also be expected to acknowledge other influences on identity such as gender, ethnicity, disability, age, etc.

Level 2 (3-4 marks) Answers will contain less extensive knowledge of social class and other social factors in the UK.

Level 1 (1-2 marks) Responses will contain very limited knowledge of social class and other social factors in the UK.

AO2 (4-5 Marks)

There may be analysis of the extent to which class is still a major influence on peoples' identity in the UK today. Evidence that class does shape identity include its impact on educational attainment, health, employment opportunities, life expectancy, etc while the argument that class doesn't matter includes the various influences of gender, ethnicity, disability and age, etc, which all can be argued to have a significant impact on people's lives in the UK. It may also be argued that none of these characteristics matter, or all of them. Answers may focus in some depth on a few of these arguments, or identify a wider range in less detail. Examples and evidence used are accurate and relevant. Answers at the highest level will show explicit analysis and evaluation of the view stated in the question.

Level 2 (2-3 marks) Answers will examine the debate in less depth and examples may be less accurate. Explanations or analysis might be perfunctory or common sense.

Level 1 (1 mark) Answers are likely only to identify that class does matter with little analysis or evaluation or that class no longer matters 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 class shaping identity in the UK. 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.

OR

0	4	Assess the influence of the mass media in forming citizens' views of different social groups. <i>(15 marks)</i>
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AO1 (5-6 Marks)

Answers demonstrate knowledge of the various forms of the media including television, radio, newspapers, magazines and the internet. Candidates are likely to show knowledge of a number of social groups in the UK including those based on gender, ethnicity, age, disability, class and sexual preference. Candidates are likely to show awareness of the way these social groups are often portrayed in the mass media.

Level 2 (3-4 marks) Answers will contain less extensive knowledge of mass media and social groups in the UK.

Level 1 (1-2 marks) Responses will contain very limited knowledge of mass media and social groups in the UK.

AO2 (4-5 Marks)

The response is likely to discuss the way the media can influence our views of different social groups through stereotyping and labelling. Different theories of mass media influence may be discussed, with answers evaluating whether these theories adequately account for the way society views different social groups. Such theories may include the hypodermic syringe model; the multi-stage, multi-use model; the cultural agenda setting model, etc. Concepts such as self-fulfilling prophecy, moral panic, folk devils, etc may be explored..

Level 2 (2-3 marks) Answers are likely to show evidence of analysis and evaluation but not have the range of arguments. Explanations or analysis might be perfunctory or common sense. They may examine the debate, but not in much detail. Answers likely to be unbalanced, either agreeing or disagreeing with the statement.

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

AO3 (3-4 Marks)

A range of relevant evidence is selected and organised which forms the basis of the arguments being presented about the way the mass media influences our views of different social groups. 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****0 5**Explain **two** duties of a UK citizen.*(5 marks)*

For 4–5 marks the response identifies and explains two duties of a UK citizen. These can be wide ranging and somewhat debateable, but may include paying taxes, obeying the law, voting, serving the country in war time, serving on a jury, etc. Candidates may link the duty to a right or rights.

For 2–3 marks identifies and explains one duty of a UK citizen or identifies two duties of a UK citizen with limited or no explanation. Duties may be legal, moral or ethical as considered by a large proportion of the UK population.

For 1 mark identifies one duty of a UK citizen with no explanation. Duties may be legal, moral or ethical as considered by a large proportion of the UK population.

0 6

Outline why a UK citizen might take a case to the European Court of Human Rights.

*(10 marks)***AO1 (3-4 Marks)**

Answers demonstrate knowledge a good depth of knowledge and understanding of the European Court of Human Rights. Candidates may be expected to show knowledge that the ECtHR is to rule on breaches of the European Convention on Human Rights, these can be brought by individuals or be inter-state. Candidates are also likely to show awareness of some of the rights and protections enshrined in the Convention e.g. right to life, the right to privacy and a family life, the prohibition of torture etc.

Level 2 (2 marks) Answers demonstrate less accurate knowledge of why a UK citizen might take a case to the European Court of Human Rights, with gaps in knowledge or errors. Response might think ECtHR is an EU institution.

Level 1 (1 mark) Limited knowledge of why a UK citizen might take a case to the European Court of Human Rights. Responses may be very general referring to basic human rights abuses.

AO2 (3 Marks)

Candidates may need to differentiate between the European Court of Justice, the International Court of Justice and the ECtHR. Candidates may also be expected to show awareness that the ECHR and ECtHR were set up by the Council of Europe and not the European Union, with signatories standing at 47. The role of the ECtHR in relation to UK citizens is that individuals who have exhausted domestic legal avenues in regard to their case can then ask for their case to be heard by the Court. Individuals must show they have been a direct victim of a violation and that they cannot bring a case against another individual or private body.

Level 2 (2 marks) Answers at this level will contain an explanation of why a UK citizen might take a case to the ECtHR, but this will be more limited.

Level 1 (1 mark) Answers will contain very limited explanation of why a UK citizen might take a case to the ECtHR, perhaps mentioning that the claimant believes their human rights have been breached.

AO3 (3 Marks)

A range of relevant evidence is selected and organised which forms the basis of the arguments being presented on why a UK citizen might take a case to the European Court of Human Rights. 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.

EITHER

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Assess how important judicial review is in protecting individual rights.

(15 marks)

AO1 (5-6 Marks)

Answers demonstrate a good depth of knowledge and understanding of the process of Judicial Review, namely the ability of the courts to review the actions of the executive using the principle of *ultra vires*. Knowledge is also expected of the grounds for judicial review and judicial review and the Human Rights Act. Examples of use of judicial review may be included e.g. the case of hacker, Gary McKinnon and in asylum cases. Other important methods of protecting rights in the UK include legislation such as the Data Protection Acts and the Information Commissioner, Race Relations Acts and the role of bodies such as the Equality and Human Rights Commission, the role of politicians, the media, and pressure groups in protecting rights. Candidates may also show awareness of the European Convention on Human Rights and the European Court of Human Rights.

Level 2 (3-4 marks) Answers will contain less extensive knowledge of the process of and grounds for judicial review and rights. Candidates may confuse judicial review with other aspects of the role of the judiciary or the judicial system or indeed the appeals process.

Level 1 (1-2 marks) Responses will contain very limited knowledge of judicial review and its role in protecting human rights.

AO2 (4-5 Marks)

Candidates may engage in a debate over how important judicial review is in protecting rights, particularly in relation to the Human Rights Act. Judicial review enables individual citizens to receive judgement on whether the executive has gone beyond its powers in making a decision. This can be argued to be a significant protector of individual rights because it means that the rule of law is maintained. With the introduction of the HRA, the courts now have an extra way of protecting rights by assessing whether executive decisions are compatible with the ECHR. Candidates may consider limitations to the HRA in their answer in relation to judicial review. Of course, judicial review is not the only method of upholding and protecting rights in the UK, and discussion of a range of other methods and their importance is required.

Level 2 (2-3 marks) Answers are likely to show evidence of analysis and evaluation but not have the range of arguments. Explanations or analysis might be perfunctory or common sense. They may examine the debate, but not in much detail.

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

AO3 (3-4 Marks)

A range of relevant evidence is selected and organised which forms the basis of the arguments being presented about the importance of judicial review in protecting individual rights. 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.

OR

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'There is no need to have both solicitors and barristers in the legal profession.'
Assess this view. (15 marks)

AO1 (5-6 Marks)

Answers demonstrate a good depth of knowledge and understanding of the role of both solicitors and barristers. Both solicitors and barristers are involved in paperwork and advocacy, though usually in different proportions. Further knowledge may include that barristers usually specialise in advocacy and are not usually directly hired by clients, solicitors have often specialised in conveyancing.

Level 2 (3-4 marks) Answers will contain less extensive knowledge of the role of barristers and solicitors.

Level 1 (1-2 marks) Responses will contain very limited knowledge of the role of barristers and solicitors.

AO2 (4-5 Marks)

The response will analyse and evaluate the debate over whether the legal profession needs both solicitors and barristers. Candidates may argue that there is no need to have a divided profession as both are well trained professionals, they have similar academic requirements, it would be cheaper for a client not to have to employ both a barrister and a solicitor, the client would only have to deal with one professional not two, and that it is inefficient to have two professionals duplicating each others work, barristers can get around the 'cab rank' rule so that argument is diminished, it is a complicated system that only benefits the legal professionals, it is very expensive to qualify as a barrister and access to the profession is therefore limited, access to the bar is easier for candidates with connections, solicitors would be able to rise up the ranks and earn more, etc.. On the other hand it may be argued that having two professions is advantageous due to the specialism offered by barristers is better at defending people in court rather than having 'all-rounders', different skills are required, the 'cab rank' system offers independence and everyone is defended fairly, it is a traditional system that people do understand, it can be cheaper to have two professions, the system works, a fusion of the professions might lead to the profession being dominated by large firms and the loss of smaller firms and choice, etc.

Level 2 (2-3 marks) Answers are likely to show evidence of analysis and evaluation but not have the range of arguments. Explanations or analysis might be perfunctory or common sense. They may examine the debate, but not in much detail.

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

AO3 (3-4 Marks)

A range of relevant evidence is selected and organised which forms the basis of the arguments being presented about the necessity of both solicitors and barristers in the legal profession. 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.