



General Certificate of Education

Citizenship Studies 1101

**Unit 1 (CIST1) Identity, Rights and
Responsibilities**

Report on the Examination

2011 examination - January series

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Unit 1 (CIST1): Identity, Rights and Responsibilities

General Comments

This was the fourth examination of the new Citizenship Studies specification. The question paper was split as before into two sections, 'Identity' and 'Rights and Responsibilities'.

There appeared to be very few rubric errors. In addition, candidates were able to answer all the questions on the paper adequately in the time provided. There is still some evidence that candidates are not allocating their time in the examination in relation to the marks available, with insufficient time being devoted to Questions 07 and 08 at the end of the paper. Candidates should be reminded to allocate time in direct proportion to the marks available. There were a good number of candidates who provided excellent responses in line with examiner expectations throughout the paper. Centres should remember that questions will be drawn from the whole specification, which contains some considerable factual knowledge. There were responses with a range of quality from excellent to poor.

Each section has a compulsory question followed by a choice of two questions of which candidates answer one. Questions 03 and 08 were much more popular than questions 04 and 07. They also appeared to be better answered.

Section A - Identity

Question 01

This was generally well answered, with active citizenship being in the source and covered widely by centres in their teaching. Therefore, candidates did give very concise and accurate explanations showing full understanding of the term, particular in the context of the source. Candidates should be reminded to address both aspects of a two-word concept: demonstrating understanding of citizenship as member of a state would have sufficed. It is worth reminding candidates to avoid only using terms from the question in their answers if they are asked to explain the term.

Question 02

The majority of candidates were able to make a good attempt at answering this question, focussing either on trends of groups arriving in the UK or trends within immigration. The latter appeared to be a more difficult approach and fewer candidates were able to sustain such a response. Good responses outlined waves of immigration and added reasons, often in terms of specific push/pull factors. Answers that focussed more widely on the problems of immigration did not score well as this was not required by the question. Candidates should be careful to answer the question set and be aware of the assessment objectives for each item.

Question 03

Many candidates offered good responses to this question, appearing to have been prepared for this type of question. Reassuringly, the majority of candidates offered balanced answers and therefore received more marks for analysis. The major discriminator for this question was the level of knowledge about the extent of gender discrimination and reasons for it. More sophisticated responses, dealing with legislation and its weaknesses, garnered higher marks, while 'anecdotal' responses could not gain such high marks. While the majority of candidates addressed gender discrimination against women, a number of candidates also addressed

discrimination against men, which gained marks where appropriate. Some candidates did not adequately develop their answers from talking about prejudice to then talking about discrimination, thus reducing the marks available to them.

Question 04

This was the less popular of the two optional questions, with candidates not comfortable with the focus of the question on government bodies. Whilst the majority of candidates who attempted this question were competent on the legislation dealing with equal opportunities, only a small minority were able to discuss the Equality and Human Rights Commission, or indeed the legacy of the Equal Opportunities Commission, the Commission for Racial Equality, the Disability Rights Commission, etc. Therefore, few candidates reached the top levels. Other bodies such as the Citizens Advice Bureau received some reward.

Section B – Rights and Responsibilities

Question 05

There was a lot of help in the source about the role of an ombudsman and therefore the majority of students were able to score quite highly on this question. The question did specify that examples should be given, so candidates needed an additional example to Health Ombudsman to achieve maximum marks. Copying out large chunks of the source will not necessarily be rewarded. Few candidates mentioned that many ombudsmen investigate allegations of injustice arising from maladministration by public bodies.

Question 06

This question caused more difficulty than was expected. Candidates should give examples of rights that are clearly identifiable in the European Convention on Human Rights (ECHR). Candidates who used examples such as the right to life, the right to be free from torture, the right not to be a slave, and gave clear explanations of those rights, scored highly. The rights to food, clean water and shelter are not explicitly guaranteed by the ECHR and therefore did not merit reward without considerable further explanation. There are a number of sources of rights for UK citizens, and candidates would do well to have specific knowledge and understanding of them.

Question 07

This was not a popular question. Very few candidates understood the context of the new Supreme Court in relation to the old judicial function of the House of Lords. Candidates who correctly commented on the advantages of the more robust separation of powers between the legislature and the judiciary, thus strengthening judicial independence, gained good marks. However, such responses were very much in the minority. A majority of candidates tried to craft an answer based on the supreme nature of the court, and found that this did not lead to many marks.

Question 08

This was a popular choice for candidates, and those who were able to bring in contemporary developments regarding current political debates gained good marks. Likewise, those who placed the debate in an ideological context also reached the top levels. These more sophisticated and developed arguments scored more highly than candidates who adopted a more 'common sense' approach to answering the question. Candidates in a Citizenship examination will score well for specific Citizenship knowledge and understanding, based on more in-depth studies. Responses that lack depth and detail in their understanding and analysis will struggle to get to the higher levels. Furthermore, candidates who bring in core Citizenship concepts, terminology and debates, like rights and responsibilities, will score well.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results Statistics page of the AQA Website: <http://www.aqa.org.uk/over/stat.html>.