



**General Certificate of Education
January 2012**

Citizenship Studies

CIST1

Unit 1 Identity, Rights and Responsibilities

Mark Scheme

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 pre-standardisation meeting attended by all senior examiners and any post-standardisation changes made in the light of candidates' responses. The process of standardisation 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 standardisation, each examiner analyses a number of candidates' scripts, the marks for which have already been agreed. If, later in the process, examiners encounter unusual answers which have not previously been seen, they are required to refer these to a senior examiner.

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GCE CITIZENSHIP STUDIES Unit 1
GENERIC MARK SCHEME for Questions

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and

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 is 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 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>
1	<p>(1 mark)</p> <p>Answers are characterised by 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)</p> <p>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)</p> <p>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)</p> <p>No relevant response.</p>	<p>(0 marks)</p> <p>No relevant response.</p>	<p>(0 marks)</p> <p>No relevant response.</p>

GENERIC MARK SCHEME for Questions 03 , 04 and 07 , 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>

1	<p>(1–2 marks)</p> <p>Answers are characterised by 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)</p> <p>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)</p> <p>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)</p> <p>No relevant response.</p>	<p>(0 marks)</p> <p>No relevant response.</p>	<p>(0 marks)</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 – Identity**Total for this section: 30 marks**

0 | 1 What is meant by *social diversity*? (5 marks)

AO1

Level 3 (4-5 marks) Response fully explains diversity in the social context. Likely to be based on the idea that, within a society or community, there are groups with identifiable differences within the population. These differences could be based on gender, ethnicity, sexuality, disability, etc. Normally will be supported by an example of socially diverse groups.

Level 2 (2-3 marks) Partial or incomplete response to explain *diversity* in the social context with limited or no examples.

Level 1 (1 mark) Limited or partial understanding of *social diversity*.

0 | 2 Briefly examine some of the more common forms of prejudice. (10 marks)

AO1

Level 3 (3-4 marks) Candidates may be expected to show knowledge of prejudice as 'prejudging' or preconceived belief, opinion or judgement, often based on incorrect facts or emotion, and usually negative. It may be juxtaposed with discrimination which is actual behaviour or treatment of an individual or group. At the highest level, answers will demonstrate knowledge of the more common forms of prejudice. Likely responses may include sexism, racism, homophobia, Islamophobia, anti-semitism, ageism, etc. Perhaps three or more forms of prejudice mentioned.

Level 2 (2 marks) Answers demonstrate less accurate knowledge of the more common forms of prejudice, with gaps in knowledge or errors. Perhaps one or two forms of prejudice mentioned.

Level 1 (1 mark) Limited knowledge of the forms prejudice may take.

AO2

Level 3 (3 marks) Answers at this level will show explicit and detailed evaluation and/or analysis of the more common forms of prejudice. Analysis as to why such prejudice exists will be rewarded.

Level 2 (2 marks) Answers at this level will contain evaluation and analysis of the more common forms of prejudice, but this will be more limited.

Level 1 (1 mark) Answers will contain little evaluation or analysis of the more common forms of prejudice.

AO3	
Level 3 (3 marks)	A range of relevant evidence is selected and organised which forms the basis of the arguments being presented about the more common forms of prejudice. 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 'British national identity is in decline.' Assess this view. *(15 marks)*

AO1	
Level 3 (5-6 marks)	Identifies a range of issues relating to the possible decline of Britishness. Answers at the highest level demonstrate a good depth of knowledge and understanding of the concept of identity and British national identity in particular, namely that it refers to the national identity of Great Britain (and Northern Ireland) and refers to the common culture of Great Britain, and the effect of multiculturalism. It is expected that candidates would have knowledge of other potential identities such as English, Welsh, Scottish, Northern Irish, regional, European or global identities. Candidates may also refer to other influences on identity such as religion, gender, age, ethnicity, sexuality, disability, etc. Candidates may also be rewarded for highlighting elements of a common British culture (or lack thereof) that may impact on or influence British identity, such as the monarchy, currency, political system, etc. A range of examples may be used to relate knowledge and understanding of why Britishness may be in decline, eg multiculturalism. These may be historical in nature or drawn from local, national or international contexts. An explanation of the concept will also be rewarded.
Level 2 (3-4 marks)	Answers will contain less extensive knowledge of British national identity and alternatives.
Level 1 (1-2 marks)	Responses will contain very limited knowledge of British national identity and alternatives.

AO2

- Level 3 (4-5 marks) There may be a reference to a range of arguments evaluating whether British national identity is in decline or not. It is expected that candidates will come to a conclusion over whether British national identity is in decline. Answers at this level are likely to focus on alternatives to British national identity. Substantial examples are expected to back up arguments. Candidates will be rewarded for challenging the assumption of 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 there are problems with identity, 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 the decline of British national identity. 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 4

Assess the effectiveness of government policies aimed at reducing disadvantage in society. *(15 marks)*

AO1

- Level 3 (5-6 marks) The response exhibits clear knowledge and understanding of social disadvantage and of policies intended to reduce it. A wide range of examples can be used, from welfare solutions from both the Left and the Right, education policies, crime policies as well as non-state approaches, ie through the voluntary and charity sector. Disadvantage may be expressed in terms of poverty, class, discrimination against certain social groups, educational attainment, unemployment, life chances, housing, employment opportunities, etc. Content is indicative only.
- Level 2 (3-4 marks) Answers will contain less extensive knowledge of social disadvantage and reduction policies.
- Level 1 (1-2 marks) Responses will contain very limited knowledge of social disadvantage and reduction policies.

AO2

Level 3 (4-5 marks) The response will assess and evaluate the effectiveness of social disadvantage reduction policies. Students may bring in theoretical approaches such as the New Right and Social Democratic ideas, or any other relevant theoretical approaches. There will be a 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. 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

Level 3 (3-4 marks) A range of relevant evidence is selected and organised which forms the basis of the arguments being presented on the extent to which policies to reduce disadvantage are effective. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the student'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**Briefly explain the term *legal right*.*(5 marks)*

AO1

Level 3 (4-5 marks) Response that fully explains both *legal and right* in detail. ‘Legal’ means conferred by law or statute, and a right is an entitlement. *Legal right* can be contrasted to human or natural rights, which are inalienable. Examples, if included, may include any right guaranteed by law but could include political, civil, social, consumer rights, etc.

Level 2 (2-3 marks) Response explains the term *legal right* in less depth with or without an example.

Level 1 (1 mark) Response very weakly explains the term *legal right*, perhaps without an example.

0 | 6

Explain the purpose of the Data Protection Act.

(10 marks)

AO1

Level 3 (3-4 marks) Answers demonstrate knowledge of the Data Protection Act. The purpose of the Act is to give individuals the right to know what information is held about them by all private and public institutions. It governs how individuals can control information being held about them and how information can be handled and processed, and it allows individuals to opt out of having their data used. Individuals can also have errors corrected. Usually expect three or more substantive points about the Act.

Level 2 (2 marks) Answers will demonstrate less accurate knowledge of the Data Protection Act. Usually expect two points about the Act.

Level 1 (1 mark) Answers will demonstrate limited knowledge of the Data Protection Act and examples may not be given or may not be accurate. Only one basic point may be made.

AO2

Level 3 (3 marks) Answers at this level will show explicit explanation of the purpose of the Data Protection Act. Usually expect three or more developed points.

Level 2 (2 marks) Answers at this level will contain explanations of the purpose of the Data Protection Act, but this will be more limited. Usually expect two developed points.

Level 1 (1 mark) Answers will contain very limited explanations of the purpose of the Data Protection Act.

AO3

- Level 3 (3 marks) A range of relevant evidence is selected and organised which forms the basis of explanations being presented as to the purpose of the Data Protection Act. 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	7
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Assess the need for citizens to be provided with free legal advice and representation.

(15 marks)

AO1

- Level 3 (5-6 marks) Answers demonstrate a good depth of knowledge and understanding of free legal representation, perhaps through legal aid, and perhaps the role of the Legal Services Commission. Legal aid is state-provided money to pay for those without the necessary resources to pay for legal defence in criminal cases and for funds to bring civil cases. The Legal Services Commission runs the legal aid service and its work is overseen by the Ministry of Justice in the UK.
- Level 2 (3-4 marks) Answers will contain less extensive knowledge of free legal advice and representation.
- Level 1 (1-2 marks) Responses at the lowest level will contain very limited knowledge of free legal advice and representation.

AO2

- Level 3 (4-5 marks) Answers will assess the need for free legal advice and representation. Arguments for legal aid include: it is necessary for an accused person in court to have legal representation, it allows equality before the law, it protects individuals against the state and popular opinion, it can save money in the long run as cases can go forward more quickly than if the defendant had to find the resources to fund their own defence, it allows greater access to the justice system, it allows people to defend themselves effectively in civil cases, etc. Arguments against free legal advice and representation may include that it is too expensive, it encourages frivolous use of the courts and a 'compensation culture', individuals should pay their own legal costs as a principle, lawyers are the people who benefit most from the system, popular unease with 'criminals' receiving public money, eg Abu Hamza, the system is confusing and unwieldy, etc. Three or more arguments analysing the issue may be expected.
- 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.
- Level 1 (1 mark) 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 on free legal advice and representation provision. 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

Assess the view that UK courts do not adequately protect citizens' rights.

(15 marks)

AO1

Level 3 (5-6 marks) Answers demonstrate a good depth of knowledge and understanding of the UK court and legal system, possibly including judicial review, alternative methods of resolving disputes, etc. Knowledge of the extent of citizens' rights may be demonstrated, including human rights, legal rights, political rights, consumer rights, welfare rights, rights in the police and criminal justice system, etc. Knowledge of the Human Rights Act and the European Convention on Human Rights may also be demonstrated.

Level 2 (3-4 marks) Answers will contain less extensive knowledge of citizens' rights and the court and legal system.

Level 1 (1-2 marks) Responses will contain very limited knowledge of citizens' rights and the court and legal system.

AO2

Level 3 (4-5 marks) Responses will analyse and evaluate the arguments relating to the ability of the UK courts to protect citizens' rights. Candidates could argue that the UK courts have a very strong tradition and ability to defend citizens' rights with traditions based on Magna Carta, Habeas Corpus, etc. Furthermore, the introduction of the Human Rights Act and other legislation has bolstered citizens' rights. Citizens have rights protected in very many areas including against discrimination, overreaching by the state in any number of areas, data protection, etc. However, candidates may argue that the UK courts fail to protect human rights adequately, hence the need for the ECHR. Likewise, the ECJ could also be given as an example. Specific problems with UK courts could include the slow pace of justice, the cost of justice, access to legal aid, problems with the jury system, problems with the solicitor/barrister system, the alleged liberal bias in the judiciary, the alleged conservative bias in the judiciary, judicial activism, etc. It is expected that candidates will provide a number of cases that provide evidence of both sides of the argument. Three or more arguments analysing the issue may be expected.

Level 2 (2-3 marks) Answers will show evidence of analysis and evaluation but to a lesser extent than the highest level.

Level 1 (1 mark) Answers are likely only to identify that there is a debate over courts protecting citizens' rights, but the arguments are likely to be less developed.

AO3

- Level 3 (3-4 marks) A range of relevant evidence is selected and organised which forms the basis of the arguments being presented on UK courts. 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.

ASSESSMENT OBJECTIVE GRID

Assessment Objective	Section A			Section B			Total Marks by Assessment Objective
	Marks allocated by Assessment Objective Question 01	Marks allocated by Assessment Objective Question 02	Marks allocated by Assessment Objective Questions 03 and 04	Marks allocated by Assessment Objective Question 05	Marks allocated by Assessment Objective Question 06	Marks allocated by Assessment Objective Questions 07 and 08	
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

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>.

Converting Marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion
