

GCE

AS and A Level Specification

Citizenship Studies

For exams from June 2014 onwards

For certification from June 2014 onwards



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Vertical black lines indicate a significant change or addition to the previous version of this specification.

1 Introduction

1

1.1 Why choose AQA?

It's a fact that AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why does AQA continue to be so popular?

- **Specifications**

Ours are designed to the highest standards, so teachers, students and their parents can be confident that an AQA award provides an accurate measure of a student's achievements. And the assessment structures have been designed to achieve a balance between rigour, reliability and demands on candidates.

- **Support**

AQA runs the most extensive programme of support meetings; free of charge in the first years of a new specification and at a very reasonable cost thereafter. These support meetings explain the specification and suggest practical teaching strategies and approaches that really work.

- **Service**

We are committed to providing an efficient and effective service and we are at the end of the phone when you need to speak to a person about an important issue. We will always try to resolve issues the first time you contact us but, should that not be possible, we will always come back to you (by telephone, email or letter) and keep working with you to find the solution.

- **Ethics**

AQA is a registered charity. We have no shareholders to pay. We exist solely for the good of education in the UK. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

1.2 Why choose Citizenship Studies?

AQA's GCE Citizenship Studies is part of AQA's suite of citizenship qualifications: from the Unit Award Scheme through GCSE and GCE to the Extended Project and also components within Diplomas. This is a progressive approach to the study of citizenship, enabling schools and colleges to develop a coherent citizenship qualification structure.

Building on previous learning at Key Stages 3 and 4, students will address the relationship between the individual, the law and the state, and the nature of identities at AS.

At A2, students will study the principles and characteristics of justice systems, the nature of representative democracy, the role of parliament in the UK and contemporary global citizenship issues.

Students will be able to use and apply their citizenship knowledge developed throughout the course to:

- communicate and articulate different views, ideas and perspectives;
- advocate, negotiate, plan, make decisions and take action on citizenship issues;
- select, interpret, analyse and evaluate information to construct reasoned and coherent arguments, make decisions, propose alternative solutions and form conclusions;
- work with others, using problem solving and critical approaches to the issues, problems and events.

Underpinning the course of study is the requirement for students to be actively engaged in a range of citizenship activities. More information on active citizenship participation is detailed in Section 3.5 of this specification.

1.3 How do I start using this specification?

Already using the existing AQA AS Social Science: Citizenship specification?

- Register to receive further information, such as mark schemes, past question papers, details of teacher support meetings, etc, at **<http://www.aqa.org.uk/rn/askaqa.php>**
Information will be available electronically or in print, for your convenience.
- Tell us that you intend to enter candidates. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You can let us know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website
http://www.aqa.org.uk/admin/p_entries.html

Not using the AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority are not. If your centre is new to AQA, please contact our centre approval team at **centreapproval@aqa.org.uk**

1.4 How can I find out more?

Ask AQA

You have 24-hour access to useful information and answers to the most commonly asked questions at **<http://www.aqa.org.uk/rn/askaqa.php>**

If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

Teacher Support

Details of the full range of current Teacher Support meetings are available on our website at **<http://www.aqa.org.uk/support/teachers.html>**

There is also a link to our fast and convenient online booking system for Teacher Support meetings at **<http://events.aqa.org.uk/ebooking>**

If you need to contact the Teacher Support team, you can call us on 01483 477860 or email us at **teachersupport@aqa.org.uk**

2 Specification at a Glance

AS Examinations

Unit 1 – CIST1 Identity, Rights and Responsibilities

40% of AS, 20% of A Level

Written Paper, 1 hour 15 minutes.

60 marks

Source-based questions and mini-essay questions.

Available in June only

Unit 2 – CIST2 Democracy, Active Citizenship and Participation

60% of AS, 30% of A Level

Written Paper, 1 hour 30 minutes.

90 marks

Source-based question and mini-essay plus structured question on active citizenship participation. Candidates bring their *Active Citizenship Profile* into the exam.

Available in June only

AS
Award
1101

A2 Examinations

Unit 3 – CIST3 Power and Justice

25% of A Level

Written Paper, 1 hour 30 minutes.

80 marks

Structured questions in two sections.

Available in June only

Unit 4 – CIST4 Global Issues and Making a Difference

25% of A Level

Written Paper, 1 hour 30 minutes.

80 marks

Structured questions plus source-based question on active citizenship. Source topic released in advance to allow research.

Available in June only

A Level
Award
2101

$$\boxed{\text{AS}} + \boxed{\text{A2}} = \boxed{\text{A Level}}$$

3 Subject Content

3.1 Unit 1 CIST1 Identity, Rights and Responsibilities

Identity

| Key Questions | Issues | Content Outline | Content Amplification | | |
|----------------------------------|---|---|---|--|---|
| What does it mean to be British? | What is a citizen and perceptions of being 'British'. | What is a Citizen? | <ul style="list-style-type: none"> Definitions of citizenship. The nature of citizenship, including active citizenship. Citizenship in modern society: citizens as subjects. Differing views of citizenship, including individualist and communitarian views. Citizens' rights and duties: legal, social, moral, political. | | |
| | | Is there agreement about what 'being British' means? | <ul style="list-style-type: none"> The nature of British citizenship. Becoming a British citizen. The United Kingdom and its constituent parts: England, Scotland, Wales and Northern Ireland. The historical location of 'Englishness' within the UK. The nature of British identity (including social, political, economic and cultural identity and values) and national identities within the UK. Students will recognise that there is no agreement over a national identity and will understand the political nature of any definition. | | |
| | | How do individuals and groups define their identity/ identities and where are these definitions drawn from? | <ul style="list-style-type: none"> Identity will be understood in relation to social class, regionality, ethnicity, religion, age, nationality, employment, education, etc. | | |
| | How socially diverse is Britain? | How much change and continuity is there in migration patterns? | How far is Britain a multicultural society? | <ul style="list-style-type: none"> Immigration and emigration: factors influencing migration. An appreciation of trends and patterns in migration since 1945. Origins and destinations. A historical understanding of change and continuity. | |
| | | | How far is Britain a multicultural society? | <ul style="list-style-type: none"> The degree of social diversity in Britain. The degree to which Britain can be described as a multicultural society. Contemporary issues relating to living in a multicultural society. | |
| | | What is stereotyping? | What is stereotyping? | How far is Britain a multicultural society? | <ul style="list-style-type: none"> Concepts of stereotyping and labelling. The nature of stereotypes: their origin, form and impact on attitudes and behaviour. Role of the mass media. Examples of stereotypes to inform this understanding. |
| | | | | What is stereotyping? | <ul style="list-style-type: none"> Concepts of stereotyping and labelling. The nature of stereotypes: their origin, form and impact on attitudes and behaviour. Role of the mass media. Examples of stereotypes to inform this understanding. |

| Key Questions | Issues | Content Outline | Content Amplification |
|----------------------------|---|---|--|
| Are we all equal citizens? | Prejudice, discrimination and disadvantage. | Prejudice and discrimination. | <ul style="list-style-type: none"> • Definitions of prejudice and discrimination. • Bases of prejudice, eg sexism, racism, homophobia, Islamophobia. • Forms that discrimination may take, eg antilocution, bullying, physical abuse, genocide. |
| | | Disadvantage: how are life chances distributed among different social groups? | <ul style="list-style-type: none"> • The nature of life chances. • An awareness of differential life chances in relation to education, income, employment, health, etc. • The relationship of life chances to gender, social class, age, disability, sexuality and ethnicity. |
| | | To what extent does poverty exist in Britain? | <ul style="list-style-type: none"> • Social distribution of poverty in Britain. • Explanations of the causes and consequences of poverty. • Notions of underclass and poverty cycle. • Relative and absolute poverty. |
| | How can discrimination and disadvantage be reduced? | What steps can governments take to reduce discrimination and disadvantage? | <ul style="list-style-type: none"> • Exploration of the concept of equality in a changing and diverse society. • Anti-discrimination policies in relation to gender, ethnicity, disability, sexual preference, social class and age. • Dealing with direct and indirect discrimination. |
| | | What policies have been instituted? | <ul style="list-style-type: none"> • The range of legislation relating to equal opportunities legislation in the UK. • Role and importance of government bodies created to develop equal opportunities in the UK. |
| | | How effective have these been? | <ul style="list-style-type: none"> • Strengths and weaknesses of current legislation. • Problems associated with trying to reduce discrimination. • The changing perception of equal opportunities in the UK: the development of government initiatives and policies relating to different groups in society. |

Rights and Responsibilities

| Key Questions | Issues | Content Outline | Content Amplification |
|--|------------------------|---|---|
| What are my rights and responsibilities? | What are rights? | Concept of a 'right'. | <ul style="list-style-type: none"> The fundamental nature of rights. Rights as building blocks in legal theory. |
| | | Relationship between rights and duties. | <ul style="list-style-type: none"> Analysis of rights and duties. Rights and duties as the basis of legal relationships. Different views of the relationship between rights and duties. Exploration of the concepts of obligation and reciprocity in relation to rights. |
| | | Different types of rights. | <ul style="list-style-type: none"> Practical examples of rights in society. The use made of rights in determining the powers of citizens. Conflicting rights – eg the rights of children and the rights of parents, the rights of individual citizens and the rights of the state. |
| | What rights do I have? | Human Rights. | <ul style="list-style-type: none"> The principles of human rights. The European Convention on Human Rights. The Human Rights Act 1998 (HRA). The contemporary debate about the impact of human rights legislation. |
| | | The right to know. | <ul style="list-style-type: none"> The purpose of the Data Protection Act (DPA). The purpose and aims of the Freedom of Information Act (FOIA). Case studies of the use made of the FOIA and the DPA. The contemporary debate about the impact of the FOIA. |
| | | Other rights of UK citizens. | <ul style="list-style-type: none"> Rights not protected by the HRA, eg welfare rights, the 'right' to defend oneself. |

3

| Key Questions | Issues | Content Outline | Content Amplification |
|--|--|--|---|
| How are my rights protected and supported? | The legal framework: protecting the citizen. | Civil and criminal law. | <ul style="list-style-type: none"> • The differing nature of civil and criminal law. • Punishment or compensation? • How the law enables citizens to make appropriate arrangements. |
| | | Legal representation. | <ul style="list-style-type: none"> • The legal professions: solicitors and barristers. • Funding civil disputes: the Legal Services Commission. • Other sources of advice and representation. |
| | | Alternative methods of resolving disputes. | <ul style="list-style-type: none"> • Mediation, conciliation, arbitration. • Tribunals. • Ombudsmen. • References should be made to contemporary case studies. |
| | How do the courts protect my rights? | The role of the courts. | <ul style="list-style-type: none"> • The need to balance conflicting interests. • The judicial process. • The powers of the courts. |
| | | The courts and the Human Rights Act. | <ul style="list-style-type: none"> • Civil actions to enforce human rights. • Remedies for breach of rights protected by the European Convention on Human Rights. • The role of the UK Supreme Court and the European Court of Human Rights. • Reference should be made to contemporary case studies. |
| | | Judicial Review. | <ul style="list-style-type: none"> • The purpose and extent of judicial review. • Judicial review and natural justice, eg bias, unfairness, unreasonableness. • Remedies available through judicial review. • Criticisms of the judicial review process. |

3.2 Unit 2 CIST2 Democracy, Active Citizenship and Participation

Making a Difference

| Key Questions | Issues | Content Outline | Content Amplification |
|----------------------------|----------------------------|---|---|
| Who can make a difference? | Who holds power in the UK? | The concept and nature of power. | <ul style="list-style-type: none"> • The concepts of power, authority, influence, democracy and mandate. • Power and the state including the power of the state to make and enforce law. • The nature of political power within the UK and the relationship between various levels of government. • Who holds political power in the UK: the role of political parties and individuals within political parties. • Case studies should be used to help explain the impact of the use of this power on others. The impact of multinational groups should be considered. |
| | | Who has economic power in the UK? | <ul style="list-style-type: none"> • The concepts of economic power and control. • Economic power of the state. • The concept of economic power at a local, regional, national, European and global level within the UK. • Trading, fiscal and monetary responsibilities. • The role of the financial sector including banks and banking. • The role of government and the Bank of England. • The economic power of companies: local, national and multinational (ie operating in more than one country). • Economic power and the citizen as employer, employee, customer. • Case studies should be used to help explain the impact of the use of this power. |
| | | What is the influence of the media and how is its power controlled? | <ul style="list-style-type: none"> • What are the media (broadcasting, newspapers and other media)? • How public opinion is created. • Media ownership and control. • Globalisation of the media. • Government and the media. • Regulation of the media by statutory regulatory bodies (eg Independent Broadcasting Authority) and non-statutory regulatory bodies (eg Press Complaints Commission). • Political 'spin'. • The influence of the media on forming and influencing the political attitudes of citizens. |

| Key Questions | Issues | Content Outline | Content Amplification |
|----------------------------|--|---|--|
| Who can make a difference? | The citizen and political power in the United Kingdom. | The nature of government and its impact on the lives of citizens. | <ul style="list-style-type: none"> • The role of government, its functions and responsibilities; and the interrelationship between the different levels of government within the UK. • How government and its actions impact on the lives of citizens. • Case study of services provided by differing levels of government for UK citizens. |
| | | Local democracy. | <ul style="list-style-type: none"> • The structure of government within the UK: national, devolved, regional, local. • The relationship between the centre and the locality. • Citizen participation within local government including the role of the elected representative. |
| | | What is the impact of the European Union on life in the UK? | <ul style="list-style-type: none"> • Impact of the European Union on the daily lives of citizens of the UK. • A study of the relationship of the UK to Europe since the founding of the EEC. • The political, economic, social and legal impact upon the UK of EU membership. • The contrasting workings of 'government' of the UK and the EU, ie Parliament, Commission, Council of Ministers, Presidency vs UK Parliament, Executive and Monarchy. |

| Key Questions | Issues | Content Outline | Content Amplification | |
|------------------------------|--|---|---|--|
| How can I make a difference? | Playing your part: how the citizen can get involved and make a difference. | What does it mean 'taking part in the democratic process'? | <ul style="list-style-type: none"> The concept of democracy: direct and indirect democracy; liberal and representative democracy. Democratic values: rights, freedoms, equality. How democratic is the UK? Opportunities and barriers to citizen participation. | |
| | | Citizens and the electoral process. | <ul style="list-style-type: none"> Knowledge of the electoral process: different types and frequency within the UK. The citizen and elections: who can vote, who can stand as a candidate. Electoral participation: turnout patterns and voter apathy. Election campaigning and its impact on citizens. Role of the media, opinion polling and focus groups in forming political opinions. | |
| | | Do pressure groups improve the democratic process? | <ul style="list-style-type: none"> What is a pressure group? Types of pressure groups: insider/outsider. The targets and tactics of pressure groups: students should be able to distinguish between direct and indirect action and the associated methods used. Do pressure groups weaken or strengthen the ability of citizens to influence political decision making in a democracy? Candidates should be able to draw upon a range of contemporary examples to support points being made. | |
| | Citizenship in action: citizens working together to bring about change. | How do citizens bring about change? | | <ul style="list-style-type: none"> Candidates need to be aware of the various methods that campaigns use to bring about change. The role of new technologies in democratic participation and debates: e-democracy. Candidates should study recent UK-based case studies of campaigns to bring about change, led by citizens or groups (not political parties). Candidates should study both successful and unsuccessful campaigns which can be locally or nationally based. |
| | | | What are the key factors in successful campaigning? | <ul style="list-style-type: none"> Candidates need to develop an awareness of the range of factors that are required for a campaign to succeed, ie membership, finance, role of the media, nature of the cause, status and methods used. Candidates need to be aware and understand why different factors can impact upon the success of a specific campaign. Candidates need to draw upon contemporary campaigning examples as evidence to support their points of view. |
| | | The impact of campaigns on political decision making and political attitudes. | <ul style="list-style-type: none"> Candidates need to study recent and ongoing campaigns and their impact regarding bringing about change, eg the Stop the War coalition, the Countryside Alliance, Fathers for Justice. Candidates need to be aware of the impact of various campaigns on political decision making and political attitudes. | |

Active Citizenship

| Key Questions | Issues | Content Outline |
|--|---|---|
| Active citizenship skills and participation. | Becoming an informed citizen, the participating citizen, being an active citizen. | <p>Students are required to be involved in a range of citizenship activities, from developing their own knowledge to working with others demonstrating citizenship skills and working alone or with others to bring about a change. These activities should take place within and/or outside their educational establishments and students should use the <i>Active Citizenship Profile</i> to record their participation.</p> <p>Students should also explore the concepts and theories of participation and action in relation to their active citizenship participation.</p> <p>As part of the assessment for Unit 2, candidates should bring their completed <i>Active Citizenship Profile</i> into the examination and the information contained in the profile can be used by candidates to analyse and evaluate their own evidence and reflection in response to the questions set.</p> <p>Candidates' <i>Active Citizenship Profiles</i> should be kept securely by centres until after the deadline for enquiries about results and may be requested by AQA.</p> |

3.3 Unit 3 CIST3 Power and Justice

It is expected that this unit will be taught using contemporary case study material, which can form the basis of active citizenship participation. In the assessment of this unit, candidates are expected to draw upon material and learning from AS and may also draw upon their active citizenship participation to inform their judgements.

Crime, Justice and Punishment

| Key Questions | Issues | Content Outline | Content Amplification |
|----------------|--|---|---|
| What is crime? | The nature of crime and the role of the police. | Problems of defining crime. | <ul style="list-style-type: none"> • Different approaches to defining criminal conduct. • The purpose of criminal law and its role in society and the community. • Crime and morality. • Crime as an offence against the community. • Does crime always have a victim? |
| | | Elements of a crime. | <ul style="list-style-type: none"> • The relationship of criminal behaviour to gender, social class, age, locality and ethnicity. |
| | | The powers of the police to prevent and detect crime. | <ul style="list-style-type: none"> • The powers of the police to stop and search people in public; to search premises; to arrest, detain and question suspects. • The Serious Organised Crime and Police Act. • The impact of the Human Rights Act. |
| | The Crown Prosecution Service (CPS) and the trial process. | The role of the Crown Prosecution Service, the decision to prosecute, and the criteria for prosecution. | <ul style="list-style-type: none"> • The role and purpose of the CPS. • The Criminal Procedure Rules. • Safeguards for suspects and bail. • The role of the CPS and the police in charging and prosecuting a suspect. |
| | | The prosecution process. | <ul style="list-style-type: none"> • The purpose of pre-trial hearings in outline. • Summary trials and trials on indictment. • The role of the prosecution. • Disclosure. • Plea bargaining. • The citizen as victim. • The citizen as witness. |
| | | Legal representation in criminal trials. | <ul style="list-style-type: none"> • The Criminal Defence Service. • Advice and assistance, advocacy assistance, representation. • Public defenders. • Duty solicitor schemes. |

| Key Questions | Issues | Content Outline | Content Amplification |
|------------------|--|--|---|
| What is justice? | Who makes decisions: judges, magistrates and juries. | The structure of the judiciary and how judges are appointed. | <ul style="list-style-type: none"> • The judicial hierarchy. • The role of judges. • The Constitutional Reform Act 2005. • The Judicial Appointments Commission. • Termination of appointment. • Background, ethnic origin, gender and age of judges. • The citizen as lay magistrate (who can be a magistrate; training; financial implications). |
| | | The role of the jury. | <ul style="list-style-type: none"> • The function of the jury. • When are juries used? • Citizens and the qualifications for jury service. Selection of juries. Financial implications. • The jury as a safeguard for fellow citizens: the need for impartiality; 'beyond reasonable doubt'. • Arguments for and criticisms of the jury system |
| | | Balancing the interests of society and the accused: miscarriages of justice. | <ul style="list-style-type: none"> • A Ministry of Justice? • The purpose of the criminal justice system. • Appeals. • The Criminal Cases Review Commission. |
| | Sentencing | The purposes of sentencing. | <ul style="list-style-type: none"> • The Criminal Justice Act 2003. • Punishment, deterrence, rehabilitation and reform of offenders, reparation, protection. |
| | | The practice of sentencing, including the types of sentence available. | <ul style="list-style-type: none"> • Custodial sentences, community sentences, fines. |
| | | Special issues relating to sentencing young offenders. | <ul style="list-style-type: none"> • Punishment or treatment? • The aims of sentencing young offenders. • Custodial sentences for young offenders. • Community sentences for young offenders. |

Politics, Power and Participation

| Key Questions | Issues | Content Outline | Content Amplification |
|---------------------------|---|---|---|
| Who speaks on our behalf? | Electing representatives, elections and accountability. | What is the current nature of representative democracy in the UK? | <ul style="list-style-type: none"> • Understanding of the term representative democracy. • Who speaks for us? The nature of elected posts in the UK. • The role and effectiveness of elected representatives (eg councillors, AMs, SMPs, MPs and MEPs) • Representatives or delegates? • The nature and use of referendums in the UK. |
| | | How are those elected held to account? | <ul style="list-style-type: none"> • Executive, legislative and representative roles of elected representatives. • The concept of accountability. Making government accountable: ministerial responsibility, backbench and opposition roles. • The role of the courts, tribunals, ombudsmen and other official bodies in holding those elected to account. • The role of pressure groups and the media in making representatives accountable both nationally and locally. |
| | | How significant are the electoral systems used in the UK? | <ul style="list-style-type: none"> • Awareness of the significance of electoral systems used in the UK. • Case study of the advantages and disadvantages of the First Past The Post electoral system used in UK parliamentary elections. • Use of case studies of the differing systems operating in the UK. |
| | The citizen's relationship to those elected. | How representative of the population are those that we elect? | <ul style="list-style-type: none"> • Socio-economic background of those elected to public office in the UK. • To what extent are those elected representative of the UK population in regard to age, gender, class, ethnicity, employment and disability? • To what extent are political parties addressing these issues? |
| | | Political Participation. | <ul style="list-style-type: none"> • Political parties as an opportunity for citizen participation. • Why should we be concerned about citizens' lack of involvement in the political process? • How are political parties and government attempting to deal with these issues and how effective have they been? |
| | | Making the citizen's voice heard. | <ul style="list-style-type: none"> • Changing attitude to the citizen's voice being heard. • Other methods of participation (eg internet, government departments, local council forums) |

| Key Questions | Issues | Content Outline | Content Amplification |
|-------------------------|--|---|--|
| How is the UK governed? | The power and influence of government. | What do political parties stand for? | <ul style="list-style-type: none"> • What is a political party? • Nature of the UK party political system. • An understanding of the ideological and policy stands of the major UK political parties. • To what extent is ideology still important? |
| | | Is Parliament still powerful? | <ul style="list-style-type: none"> • What is Parliament? • The composition and main roles of Parliament: representation, legislation, and scrutiny. • The relative powers of the House of Commons and House of Lords. • How powerful and effective is Parliament in holding government to account? |
| | | How powerful is the Prime Minister? | <ul style="list-style-type: none"> • Arguments about executive domination of Parliament. • The Prime Minister and Cabinet system. Do we have prime ministerial government in Britain? • Changing nature of the powers and influence of prime ministers. |
| | The global village? | The UK relationship to international organisations. | <ul style="list-style-type: none"> • The current role of the UK within key international organisations, including NATO and the United Nations. • Implications of the UK's membership. • Impact of these organisations on the life of citizens throughout the world. |
| | | The impact of the European Union. | <ul style="list-style-type: none"> • The role of the EU in regard to international issues. • Case studies of EU international participation, eg aid/ agricultural agreements. |
| | | The citizen's voice in the global village. | <ul style="list-style-type: none"> • The nature of pressure groups and other NGOs dealing with international issues. • The ability of citizens to effect change in regard to an international issue. |

3.4 Unit 4 CIST4 Global Issues and Making a Difference

Global Citizenship

It is expected that this unit will be taught using contemporary case study material, which can form the basis of active citizenship participation. In the assessment of this unit, candidates are expected to draw upon material and learning from AS as well as their active citizenship participation to inform their judgements.

| Key Questions | Issues | Content Outline | Content Amplification | |
|-------------------------|---------------------|---|---|---|
| Universal human rights. | Universal rights. | Are there universal human rights? | <ul style="list-style-type: none"> The concept of universal human rights. Students are expected to have knowledge of the Universal Declaration of Human Rights and the European Convention on Human Rights and the ability of citizens to seek redress through the legal process. | |
| | | How are human rights protected in the UK? | <ul style="list-style-type: none"> The role of the judiciary within the UK and the role of the European Court of Justice and the European Court of Human Rights. Informal pressure, ie the media, NGOs, think tanks and pressure groups. Case studies of UK human rights issues. | |
| | | How has our understanding of human rights changed since 1945? | <ul style="list-style-type: none"> The nature of the changing views on discrimination (eg gender and sexual orientation). The emergence of the recognition of the needs of specific groups, (eg young people, the elderly, the mentally ill and those in prison). | |
| | Human rights abuse. | | What do we understand by the term human rights abuse? | <ul style="list-style-type: none"> Varying definitions of human rights abuse in different societies. Understanding of issues such as genocide and war crimes. The concept of international law and the work of international bodies (eg the role of the International Criminal Court and the International Criminal Tribunals). |
| | | | Recent case studies highlighting the issues of human rights abuse. | <ul style="list-style-type: none"> Students are expected to study a range of types of human right abuse cases from a number of different countries. |
| | | | How can citizens and groups bring about change in relation to human rights? | <ul style="list-style-type: none"> Students will address how these cases are viewed within their own countries and by those outside. What bodies are attempting to address these issues and with what success? Reflecting on their active citizenship participation, students will consider how individual citizens can and have made a difference. |
| | | | | |

| Key Questions | Issues | Content Outline | Content Amplification |
|----------------|---------------------------------|--|--|
| Global Issues. | Conflict and its resolution. | What do we understand by the terms conflict and conflict resolution? | <ul style="list-style-type: none"> • Definition of conflict. • Knowledge of the reasons for conflict and an understanding of the means of conflict resolution using case studies. |
| | | What mechanisms are available to international bodies attempting to resolve issues involving conflict? | <ul style="list-style-type: none"> • Understanding of the different means of conflict resolution. • A study of the range of options available to international bodies seeking to resolve conflict (eg mediation, use of force, sanctions, boycotts, targeted aid/support). • Case studies to understand the effectiveness of these actions. |
| | | In-depth study of one international conflict. | <ul style="list-style-type: none"> • An in-depth study of the reasons for, courses of action and attempts to resolve one recent international conflict. • The choice of conflict may also involve the study of international bodies (eg United Nations, NATO, EU, African Union). |
| | Trade and environmental issues. | What are the key global trade and environmental issues? | <ul style="list-style-type: none"> • Conflict and consensus theories of globalisation. • Understanding the positive and negative aspects of globalisation, nature of the world economic system, (eg LEDCs, MEDCs). |
| | | In-depth study of either a global environmental or trade issue. | <ul style="list-style-type: none"> • Knowledge of key global issues, eg fair trade, ethical trading, land use and climate change, increased industrialisation, poverty and child labour. |
| | | How can citizens make a difference? | <ul style="list-style-type: none"> • Understanding of the contemporary political/ economic agenda (eg role of the UN, IMF, World Bank, G8). • Understanding of the role of citizen-led campaigns by pressure groups and think tanks. • Case studies of citizens' direct involvement in attempts to bring about change. |

Active Citizenship

| Key Questions | Issues | Content Outline |
|----------------------|--|--|
| Making a difference. | Individuals and groups that make a difference. | <p>Students will undertake a study in regard to a pre-released topic. This will involve students undertaking research into the background of the issues involved, the nature and roles of the key players and how change may be brought about to resolve issues. The topic may relate to any section or sections of the course. The topic will be pre-released in the November preceding the year of examination to allow students to undertake some background research.</p> <p>For example, the topics for the specimen question paper are 'Greenpeace' and 'Identity Cards'. For these topics, background research that could be undertaken includes:</p> <p>Greenpeace</p> <ul style="list-style-type: none"> • Obtain information on the organisation: its aims, how it operates (funding, membership, etc). • Research some campaigns in detail (what were the aims of the campaigns, how did Greenpeace approach the campaigns, what activities did Greenpeace undertake, how successful were the campaigns, how did the campaigns differ from each other). • What are the implications of Greenpeace's campaigns: benefits to, for example, the environment versus costs, for example, on the economy? • How is Greenpeace represented in the media? • Consider the effectiveness of Greenpeace's campaigning: are there any criticisms, or could a campaign be approached differently? • Relate Greenpeace's activity to citizenship in your local community: what can be learnt from Greenpeace's approach, how do the events in your local community link to Greenpeace's work? <p>Identity Cards</p> <ul style="list-style-type: none"> • Obtain information from groups which support and oppose the introduction of identity cards. How do they differ in terms of funding, organisation, etc? • Analyse the arguments for and against the introduction of identity cards. • Have identity cards been introduced elsewhere? Was this successful? • Review and compare the activities undertaken by the groups supporting and opposing the introduction of identity cards to promote their views: what were their aims? How did they approach these activities? How successful were these activities? • How do the media represent the differing views to the public? • Relate these activities to your local community: have you or others employed any of these approaches in your local community, what is the likely impact to your local community of identity cards being introduced? <p>Students are expected to draw upon their knowledge of active citizenship concepts in this unit.</p> <p>Further details are included in Section 3.5: Active Citizenship Participation.</p> |

3.5 Active Citizenship Participation

The nature of citizenship is at the heart of contemporary debates about the kind of society we are striving to build. A key element of citizenship education is developing a student's skills, confidence and conviction to enable them to take action on citizenship issues in their communities to bring about change.

Central to this GCE Citizenship Studies Specification is active citizenship participation, allowing students to participate more effectively as citizens and take an active role in society. This specification builds on previous learning to enable students to move through three stages of citizenship development:

- becoming an *informed citizen*: developing citizenship knowledge.
- becoming a *participating citizen*: developing citizenship skills and the ability to take part.
- becoming an *active citizen*: using knowledge and skills to bring about change.

Students are required to participate in a number of citizenship activities, recording their involvement using the *Active Citizenship Profile*. The activities can take place in the classroom, in school, college or within the wider community. Students may work as individuals or in groups, and the activity can be linked to local, national or global issues as appropriate.

The Ofsted Report, *Towards Consensus*, identifies the following possible responses by schools to develop participation and responsible action:

- participation in class debate exercising knowledge and understanding about becoming informed citizens, with pupils making responsible suggestions
- written and other class and home work arising from work in citizenship taken to sensible conclusions and containing responsible suggestions
- where appropriate, recommendations, delivered in a responsible way to the management of the school, local authorities and other bodies, on policies and practice (for example, via the school council)
- where appropriate, recommendations, delivered responsibly, to the public at large in school publications and on school internet sites.

Further guidance on active citizenship participation is provided in the *Active Citizenship Profile* which will be included in the Teacher Resource Bank.

The Subject Criteria for Citizenship Studies require candidates to “participate and take action on citizenship issues in their communities” and state that “an award should not be made without evidence of this participation and action”. By entering students for this qualification, teachers are confirming that candidates have participated and taken action on citizenship issues in their communities.

Active Citizenship Profile

As part of the assessment for Unit 2: Democracy, Active Citizenship and Participation, candidates should bring their completed *Active Citizenship Profile* into the examination and use this information to analyse and evaluate their own evidence and reflection in response to the questions set.

Candidates' *Active Citizenship Profiles* should be kept securely by centres until after the deadline for enquiries about results and may be requested by AQA.

4 Scheme of Assessment

4.1 Aims

This specification is designed to encourage students to:

- develop a critical interest in topical citizenship issues and debates, and encourage independent thinking skills;
- understand how everyday politics and law work in practice, how inequalities and fairness affect individuals and communities, and how decisions are made in society;
- develop political literacy and an understanding of democracy and decision making through both academic study and practical action;
- develop the necessary skills, confidence and conviction to contribute to debates, take action on citizenship issues in their communities and play an active role as effective citizens in public life.

4.2 Assessment Objectives (AO)

The Assessment Objectives are common to AS and A Level. The assessment units will assess the following Assessment Objectives in the context of the content and skills set out in Section 3 (Subject Content).

| Assessment Objective | | | Weighting | | |
|----------------------|-----------------------------|--|-----------|-----|---------|
| | | | AS | A2 | A Level |
| AO1 | Knowledge and Understanding | <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of specific citizenship issues (problems, events, concepts, ideas, processes and opinions). • Relate subject knowledge and understanding to citizenship issues using a range of real and topical examples. | 15% | 10% | 25% |
| AO2 | Analysis and Evaluation | <ul style="list-style-type: none"> • Analyse issues, problems and events in relation to the citizenship concepts and topics studied. • Evaluate information, views, opinions, ideas and arguments and assess their validity. | 10% | 15% | 25% |
| AO3 | Communication and Action | <ul style="list-style-type: none"> • Select, organise and present relevant information and arguments clearly and logically, using specialist terminology. • Construct and advocate reasoned, coherent arguments with conclusions, drawing on evidence of a candidate's own participation and actions within the study of citizenship. | 25% | 10% | 35% |
| AO4 | Synthesis | <ul style="list-style-type: none"> • Synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, argue a case or propose alternative solutions. | 0% | 15% | 15% |

Quality of Written Communication (QWC)

In GCE specifications which require candidates to produce written material in English, candidates must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to purpose and to complex subject matter;

- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this specification QWC will be assessed in all units where extended writing is required. Marks for QWC will be awarded as part of the total mark for each question, as part of Assessment Objective 3 (Communication and Action).

Weighting of Assessment Objectives for AS

The table below shows the approximate weighting of each of the Assessment Objectives in the AS units.

| Assessment Objectives | Unit Weightings (%) | | Overall Weighting of AOs (%) |
|--------------------------------|---------------------|--------|------------------------------|
| | Unit 1 | Unit 2 | |
| AO1 | 20 | 10 | 30 |
| AO2 | 10 | 10 | 20 |
| AO3 | 10 | 40 | 50 |
| AO4 | 0 | 0 | 0 |
| Overall weighting of units (%) | 40 | 60 | 100 |

Weighting of Assessment Objectives for A Level

The table below shows the approximate weighting of each of the Assessment Objectives in the AS and A2 units.

| Assessment Objectives | Unit Weightings (%) | | | | Overall Weighting of AOs (%) |
|--------------------------------|---------------------|--------|--------|--------|------------------------------|
| | Unit 1 | Unit 2 | Unit 3 | Unit 4 | |
| AO1 | 10 | 5 | 5 | 5 | 25 |
| AO2 | 5 | 5 | 9 | 6 | 25 |
| AO3 | 5 | 20 | 4 | 6 | 35 |
| AO4 | 0 | 0 | 7 | 8 | 15 |
| Overall weighting of units (%) | 20 | 30 | 25 | 25 | 100 |

4.3 National Criteria

This specification complies with the following.

- The Subject Criteria for GCE AS and A Level Citizenship Studies
- The Code of Practice for GCE
- The GCE AS and A Level Qualification Criteria
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria

4.4 Prior learning

Although there are no prior learning requirements, students are expected to have studied the Citizenship

Key Stage 4 Programme of Study as part of the National Curriculum.

4.5 Synoptic Assessment and Stretch and Challenge

Synoptic assessment is included within the A2 units for GCE Citizenship Studies, requiring candidates to demonstrate that they have developed an understanding of the subject which is holistic. In order to be able to demonstrate the level of expertise required, candidates are expected to be able to interrelate areas of content and address the requirements at A2 using appropriate concepts, knowledge and skills developed throughout the course.

Unit 3 builds on the knowledge gained in Units 1 and 2, and Section A of Unit 4 requires candidates to take a global perspective and apply the knowledge they have learnt throughout the course.

Section B of Unit 4 is particularly synoptic, requiring candidates to apply their learning to the study of

a pre-released topic in order to answer questions related to that topic. Candidates are expected to draw on and synthesise the knowledge, understanding and skills gained throughout the course. Candidates are required to apply their knowledge and understanding of active citizenship principles learnt at AS to a variety of contexts offered in the A2 question paper.

At A2, the questions have been designed to test understanding and connectivity through synoptic questions; and to require significantly more extended writing. This will provide greater stretch and challenge for all candidates and will enable the performance of the most able candidates to be identified through the Grade A*.

4.6 Access to Assessment for Disabled Students

AS/A Levels often require assessment of a broader range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A Level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all the competences had been addressed. Candidates must be able to participate in citizenship activities, which may involve team work, attending meetings, group work, etc. This will be kept under review and may be amended in the future.

5 Administration

5.1 Availability of Assessment Units and Certification

After June 2013, examinations and certification for this specification are available in June only.

5.2 Entries

Please refer to the current version of *Entry Procedures and Codes* for up to date entry procedures. You should use the following entry codes for the units and for certification.

Unit 1 - CIST1

Unit 2 - CIST2

Unit 3 - CIST3

Unit 4 - CIST4

AS certification - [1101]

A Level certification - [2101]

5.3 Private Candidates

This specification is available to private candidates. As we will no longer be producing supplementary guidance in hard copy, see our website for guidance and information on taking exams and assessments as a private candidate:

www.aqa.org.uk/exams-administration/entries/private-candidates

5.4 Access Arrangements and Special Consideration

We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This is published on the JCQ website (<http://www.jcq.org.uk>) or you can follow the link from our website (<http://www.aqa.org.uk>).

Access Arrangements

We can make arrangements so that candidates with disabilities can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

Special Consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

5.5 Language of Examinations

We will provide units in English only.

5.6 Qualification Titles

Qualifications based on this specification are:

- AQA Advanced Subsidiary GCE in Citizenship Studies and
- AQA Advanced Level GCE in Citizenship Studies.

5.7 Awarding Grades and Reporting Results

The AS qualification will be graded on a five-point scale: A, B, C, D and E. The full A Level qualification will be graded on a six-point scale: A*, A, B, C, D and E. To be awarded an A*, candidates will need to achieve a grade A on the full A Level qualification and an A* on the aggregate of the A2 units.

For AS and A Level, candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate. Individual assessment unit results will be certificated.

5.8 Re-Sits and Shelf-life of Unit Results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Each unit is available in June only. Candidates may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification. Candidates

who wish to repeat a qualification may do so by re-taking one or more units. The appropriate subject award entry, as well as the unit entry/entries, must be submitted in order to be awarded a new subject grade.

Candidates will be graded on the basis of the work submitted for assessment.

Appendices

A Performance Descriptions

These performance descriptions show the level of attainment characteristic of the grade boundaries at A Level. They give a general indication of the required learning outcomes at the A/B and E/U boundaries at AS and A2. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the Assessment Objectives (see Section 4) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

AS Performance Descriptions – Citizenship Studies

| | Assessment Objective 1 | Assessment Objective 2 | Assessment Objective 3 |
|--|---|---|---|
| Assessment Objectives | Demonstrate knowledge and understanding of specific citizenship issues (problems, events, concepts, ideas, processes and opinions). Relate subject knowledge and understanding to citizenship issues using a range of real and topical examples. | Analyse issues, problems and events in relation to the citizenship concepts and topics studied. Evaluate information, views, opinions, ideas and arguments and assess their validity. | Select, organise and present relevant information and arguments clearly and logically, using specialist terminology. Construct and advocate reasoned, coherent arguments with conclusions, drawing on evidence of a candidate's own participation and actions within the study of citizenship. |
| A/B boundary performance descriptions | Candidates characteristically: a) demonstrate accurate knowledge and understanding of specific citizenship issues (problems, events, concepts, ideas, processes and opinions) b) relate subject knowledge and understanding of key ideas to citizenship issues using a range of real and topical examples. | Candidates characteristically: a) analyse issues, problems and events in relation to the citizenship concepts and topics studied b) evaluate information, views, opinions, ideas and arguments and assess their validity. | Candidates characteristically: a) select, organise and present relevant information and arguments, using specialist terminology b) construct and advocate arguments with conclusions, making reference to their own participation and actions within the study of citizenship. |
| E/U boundary performance descriptions | Candidates characteristically: a) demonstrate some knowledge and understanding of citizenship issues (problems, events, concepts, ideas, processes and opinions) b) begin to relate subject knowledge and understanding to citizenship issues using examples. | Candidates characteristically: a) demonstrate a limited ability to analyse issues, problems and events identifying the main ideas in relation to the citizenship concepts and topics studied b) make a limited evaluation of information, views, opinions, ideas and arguments and begin to assess their validity. | Candidates characteristically: a) attempt to select, organise and present information and arguments, using limited citizenship terminology b) attempt to construct and advocate arguments with conclusions, with limited reference to basic elements of their own participation and actions within the study of citizenship. |

A2 Performance Descriptions – Citizenship Studies

| | Assessment Objective 1 | Assessment Objective 2 | Assessment Objective 3 | Assessment Objective 4 |
|--|---|---|--|---|
| Assessment Objectives | Demonstrate knowledge and understanding of specific citizenship issues (problems, events, concepts, ideas, processes and opinions). Relate subject knowledge and understanding to citizenship issues using a range of real and topical examples. | Analyse issues, problems and events in relation to the citizenship concepts and topics studied. Evaluate information, views, opinions, ideas and arguments and assess their validity. | Select, organise and present relevant information and arguments clearly and logically, using specialist terminology. Construct and advocate reasoned, coherent arguments with conclusions, drawing on evidence of their own participation and actions within the study of citizenship. | Synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, argue a case or propose alternative solutions. |
| A/B boundary performance descriptions | Candidates characteristically: a) demonstrate detailed and wide ranging knowledge and understanding of specific and relevant citizenship issues (problems, events, concepts, ideas, processes and opinions) b) make perceptive observations that relate subject knowledge and understanding to citizenship issues using an extensive range of real and topical examples. | Candidates characteristically: a) offer a detailed analysis of complex issues, problems and events in relation to the citizenship concepts and topics studied b) give a detailed assessment and evaluation of the validity of information, views, opinions, ideas and arguments. | Candidates characteristically: a) select, organise and present relevant information to make compelling and persuasive arguments that balance different viewpoints clearly and logically, making accurate use of specialist terminology b) construct and advocate coherent arguments that challenge ideas, are justified with conclusions, and draw on experience and evidence of their own and others' participation and actions within the study of citizenship. | Candidates characteristically: synthesise wide ranging and complex knowledge, ideas and concepts from different areas of the subject in order to make generalisations, develop sophisticated arguments and explore multiple ideas and alternatives. |
| E/U boundary performance descriptions | Candidates characteristically: a) demonstrate a basic knowledge and understanding of citizenship issues (problems, events, concepts, ideas, processes and opinions) b) relate subject knowledge and understanding to citizenship issues using examples with variable success. | Candidates characteristically: a) demonstrate some ability to analyse issues, problems and events identifying key ideas and making some connections with the citizenship concepts and topics studied b) evaluate information, views, opinions, ideas and arguments and begin to assess their validity. | Candidates characteristically: a) attempt to select, organise and present information and arguments with some reasons and making accurate use of some specialist terminology b) construct and advocate arguments with conclusions in a basic manner, with basic references to their own participation and actions within the study of citizenship. | Candidates characteristically: begin to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, argue a case or propose alternative solutions. |

B Spiritual, Moral, Ethical, Social and other Issues

The study of Citizenship Studies based on this specification provides many opportunities to develop students' understanding of moral, ethical and social issues. Students should be aware that the community is made up of a range of different groups from varied social, cultural and religious backgrounds. Students should be encouraged to develop an understanding that differing values and attitudes exist, and to reflect on these and their own beliefs. They should explore contemporary issues and debates including ethical and moral dimensions.

European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

Environmental Education

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report "Environmental Responsibility: An Agenda for Further and Higher Education" 1993 in preparing this specification and associated specimen units.

Avoidance of Bias

AQA has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.

C Overlaps with other Qualifications

There are limited points of overlap of knowledge required in GCE Citizenship Studies with GCE Government and Politics and GCE Law.

The perspective required and context in which the knowledge is applied is distinctly different in Citizenship, however.

This qualification may be used in conjunction with any of the many award schemes or records of achievement that recognise active participation in citizenship activities.

D Key Skills

Key Skills qualifications have been phased out and replaced by Functional Skills qualifications in English, Mathematics and ICT from September 2010.



GCE Citizenship Studies (2100) For exams from June 2014 onwards

Qualification Accreditation Number: AS 500/2590/9 - A Level 500/2586/7

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The discount codes for this specification are:

AS EE31

A Level 4910

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