

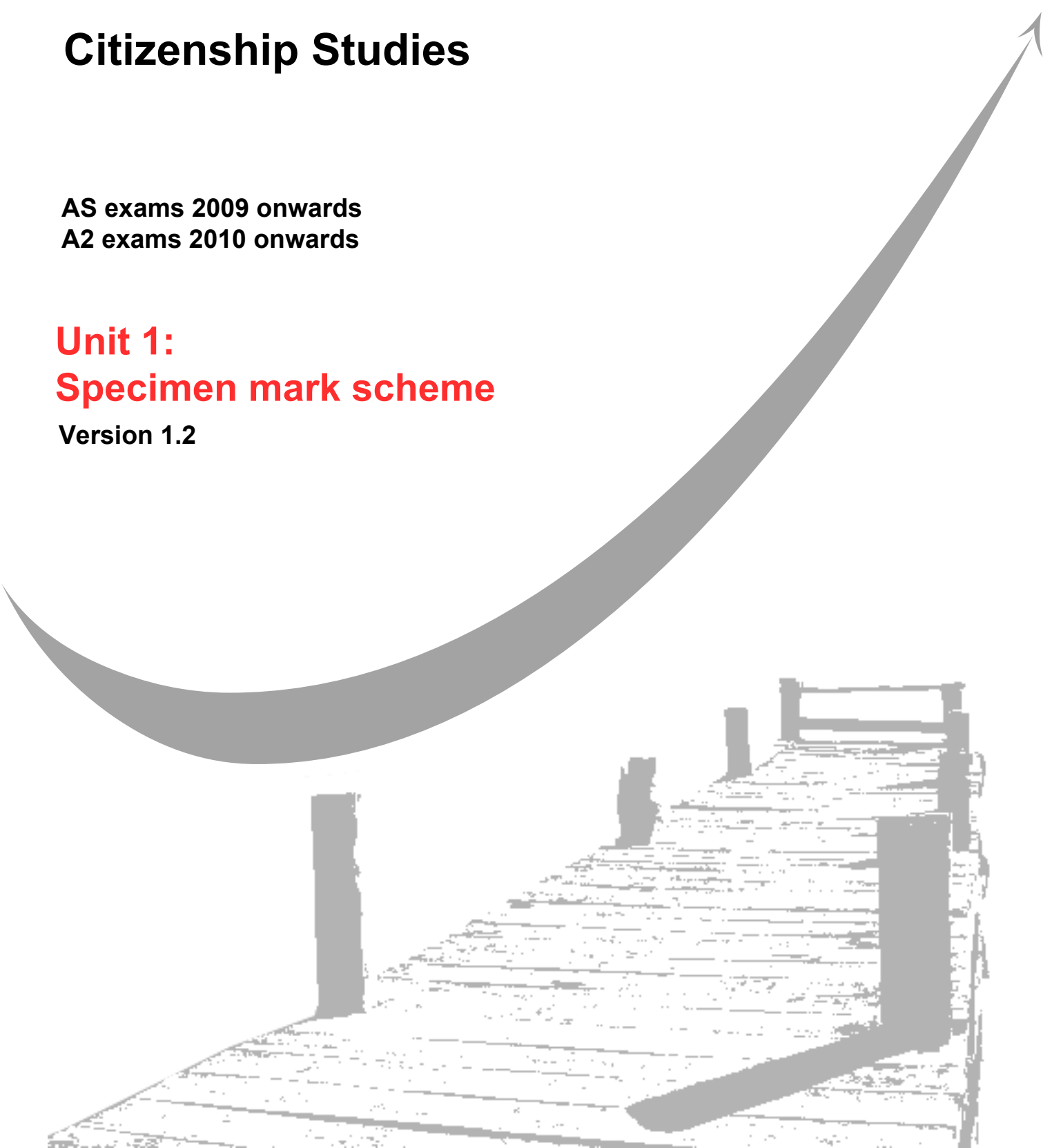
GCE
AS and A Level

Citizenship Studies

AS exams 2009 onwards
A2 exams 2010 onwards

Unit 1: **Specimen mark scheme**

Version 1.2





General Certificate of Education

Citizenship Studies CIST1

Unit 1 Identity, Rights and Responsibilities

Specimen Mark Scheme

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website:
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Dr Michael Cresswell, Director General.

**GCE CITIZENSHIP STUDIES Unit 1
GENERIC MARK SCHEME for part questions 1(a) & 4(a) ~ (5 marks)**

Level	Assessment Objective AO1 Knowledge and Understanding
Level 3	(4–5 marks) Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples are used to relate knowledge and understanding to citizenship issues.
Level 2	(2–3 marks) Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.
Level 1	(1 mark) Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories Candidates may make a limited attempt use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.
	(0 marks) No relevant response.

GENERIC MARK SCHEME for part questions 1(b) & 4(b) ~ (10 marks)

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action
3	(3–4 marks) Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples are used to relate knowledge and understanding to citizenship issues.	(3 marks) The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.	(3 marks) A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the candidate's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling punctuation and grammar.
2	(2 marks) Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to	(2 marks) The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.	(2 marks) A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates an ability to discuss a wide range of key elements relating

	relate knowledge and understanding to citizenship issues.		to citizenship participation. There may be occasional errors of spelling, punctuation and grammar.
1	(1 mark) Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories Candidates may make a limited attempt use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.	(1 mark) The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.	(1 mark) There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling punctuation and grammar may be intrusive and the response may not be legible.
	(0 marks) No relevant response.	(0 marks) No relevant response.	(0 marks) No relevant response.

GENERIC MARK SCHEME for Questions 2, 3, 5 and 6 ~ (15 marks)

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action
3	(5–6 marks) Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples are used to relate knowledge and understanding to citizenship issues.	(4–5 marks) The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.	(3–4 marks) A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate the response recognises and draws upon the candidate's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling punctuation and grammar.
2	(3–4 marks) Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.	(2–3 marks) The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.	(2 marks) A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation. There may be occasional errors of spelling punctuation and grammar.
1	(1–2 marks) Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories. Candidates may make a limited attempt use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.	(1 mark) The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.	(1 mark) There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling punctuation and grammar may be intrusive.
	(0 marks) No relevant response.	(0 marks) No relevant response.	(0 marks) No relevant response.

The following indicative content is to be used in conjunction with the Generic Mark Bands. The points identified are those expected to be found in responses worthy of the top end of Level 2 and Level 3. Responses judged to be characterised by lower levels are likely to include progressively fewer relevant points.

In addition to the indicative content detailed here, all relevant responses will be given credit.

SECTION A – IDENTITY

Total for this section: 30 marks

Question 1

(a) Briefly explain what is meant by *racism*. (5 marks)

The response demonstrates a clear understanding of the term ‘racism’. This understanding is likely to focus on prejudice, discrimination and disadvantage associated with notions of ‘race’ and ethnicity. Racism as a belief and in practice will be identified. Appropriate concepts would include institutionalised racism, stereotyping etc.

For 0–2 marks a partial explanation is offered.

For 3–5 marks a full explanation is offered.

(b) Examine some of the problems there are with trying to define what is meant by ‘Englishness’. (10 marks)

The response acknowledges the problematic nature of the notion of ‘Englishness’. The absence of agreement as to what ‘Englishness’ means, the variety of definitions there may be, the political nature of such definitions, implications for social inclusion, a historical dimension, the location of ‘Englishness’ within the UK, may all figure within the answer. Answers are also likely to make reference to issues of ethnicity and perceived race.

EITHER

2 Assess the ways in which some social groups are labelled and stereotyped. (15 marks)

The response exhibits a clear understanding of both labelling and stereotyping. In both cases, this will go beyond the simple recognition of examples of groups that are commonly labelled and stereotyped. Theories of mass media influence may also figure in answers. Appropriate concepts would include self-fulfilling prophecy, power, moral panics and folk devils, etc. Answers may examine the origins of labels and stereotypes, the processes by which they are constructed and the effects of such labels and stereotypes.

OR

3 Assess the ways in which governments can attempt to reduce discrimination. *(15 marks)*

The response exhibits a clear understanding of the range of ways governments can attempt to reduce discrimination. This is probably drawn from legislation, enforcement of legislation, campaigns, education, community action, positive discrimination etc. Answers may differentiate between policies directed at different bases for discrimination – age, disability, gender, ethnicity, social class etc. Alternatively, answers may refer to existing legislation and offer a critique of its effectiveness.

SECTION B - RIGHTS AND RESPONSIBILITIES

Total for this section: 30 marks

Question 4

(a) Briefly examine **one** of the rights and the corresponding duties that come with British Citizenship. *(5 marks)*

The response identifies and briefly explains a right associated with British citizenship - eg the right to vote, the right to welfare benefits etc. The response demonstrates that citizenship imposes duties and answers will identify and explain a duty related to citizenship – eg the duty to pay tax, send children to school, etc.

For 0–2 marks a partial explanation is offered.

For 3–5 marks a full explanation is offered.

(b) Briefly examine some of the ways in which rights may conflict with each other. *(10 marks)*

The response should cover a wide range of examples whereby various apparent rights conflict with each other. For example, the right to freedom of information conflicts with the right of the state to withhold information and the right of the individual to be protected from invasion of privacy; the right to life conflicts with the right to have a termination; the right to have medical treatment can conflict with religious and moral rights. The right to protest can restrict the freedom of movement of others and the right to free speech can be suppressed by others legal actions. Examples should be used to support the points being made.

EITHER

5 Assess the view that the law always reflects moral principles. *(15 marks)*

This is a wide ranging question and candidates may tackle it in a number of ways. It is not possible to be prescriptive about how candidates approach it. Candidates are likely to discuss the nature and purpose of law and reflect on the need for a particular law, or more widely for law in general, to be accepted by the majority of citizens to achieve the respect and compliance that are needed to enable it to be applied and enforced. Candidates may reflect on the broadly held view that 'successful' law (ie law that is widely accepted by society) does reflect the basic moral principles that are broadly accepted by the majority of citizens and that laws which have not been accepted are those which do not reflect such 'moral' principles – eg the poll tax and the modern pensioners rebellion against council tax.

OR

6 Assess the arguments for and against the view that the Human Rights Act 1998 has failed to improve access to basic human rights. *(15 marks)*

Answers consider the purpose of the Human Rights Act 1998 (HRA) and the extent to which (if at all) it has improved basic human rights. It is expected that candidates point out that the HRA incorporated the European Convention on Human Rights into UK law and that the 'rights' it contains (eg the right to a fair trial, the right not to be tortured or subjected to inhumane treatment) were already available to UK citizens. However, the HRA did, for example, enable UK citizens to enforce the convention rights in UK courts; provide better remedies for UK citizens; provide for the judges to have to interpret UK law in a way that makes it compatible with the European Convention on Human Rights. Candidates are not expected to mention all of these points and indeed might tackle the question in a way that does not deal with those specific issues at all and still earn full marks provided the answer demonstrates the effect of the HRA on UK law in relation to access to human rights.

ASSESSMENT OBJECTIVE GRID

A2 Assessment Objective	Section A			Section B			Total Marks by Assessment Objective
	Marks allocated by Assessment Objective Part (a) question	Marks allocated by Assessment Objective Part (b) Question	Marks allocated by Assessment Objective Part (c) question	Marks allocated by Assessment Objective Part (a) question	Marks allocated by Assessment Objective Part (b) Question	Marks allocated by Assessment Objective Part (c) question	
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