



General Certificate of Education

Citizenship Studies CIST4

Unit 4 – Global Issues and Making a Difference

Mark Scheme

Specimen mark scheme for examinations in June 2010 onwards
This mark scheme uses the [new numbering system](#)

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GCE CITIZENSHIP STUDIES UNIT 4

GENERIC MARK SCHEME SECTION A 15-mark questions

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
3	<p>(3–4 marks) Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples are used to relate and interconnect knowledge and understanding to citizenship issues.</p>	<p>(5–6 marks) The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.</p>	<p>(2 marks) A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling punctuation and grammar.</p>	<p>(3 marks) Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</p>
2	<p>(2 marks) Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.</p>	<p>(3–4 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. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.</p>		<p>(2 marks) Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</p>

SECTION A 15-mark questions (continued)

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
1	(1 mark) Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Candidates may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.	(1–2 marks) The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.	(1 mark) There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.	(1 mark) Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.
	0 marks No relevant response.	0 marks No relevant response.	0 marks No relevant response.	0 marks No relevant response.

GENERIC MARK SCHEME SECTION A 25-mark questions

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
3	(4–5 marks) Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples are used to relate and interconnect knowledge and understanding to citizenship issues.	(6–8 marks) The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.	(3–4 marks) The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate, the response indicates an outstanding ability to recognise and draw 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.	(6–8 marks) Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.
2	(2–3 marks) Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.	(3–5 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. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.	(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 a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling punctuation and grammar.	(3–5 marks) Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.

SECTION A 25-mark questions (continued)

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
1	(1 mark) Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Candidates may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.	(1–2 marks) The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.	(1 mark) There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss basic elements of citizenship participation. Errors in spelling punctuation and grammar may be intrusive and the response may not be legible.	(1–2 marks) Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.
	0 marks No relevant response.	0 marks No relevant response.	0 marks No relevant response.	0 marks No relevant response.

GENERIC MARK SCHEME SECTION B 15-mark questions

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
3	<p>(2 marks) Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.</p>	<p>(2 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. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.</p>	<p>(4–5 marks) The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate, the response indicates an outstanding ability to recognise and draw 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.</p>	<p>(5–6 marks) Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</p>
2			<p>(2–3 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 a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling punctuation and grammar.</p>	<p>(3–4 marks) Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.</p>

SECTION B 15-mark questions (continued)

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
1	(1 mark) Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Candidates may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.	(1 mark) The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.	(1 mark) There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss basic elements of citizenship participation. Errors in spelling punctuation and grammar may be intrusive and the response may not be legible.	(1–2 marks) Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.
	0 marks No relevant response.	0 marks No relevant response.	0 marks No relevant response.	0 marks No relevant response.

GENERIC MARK SCHEME SECTION B 25-mark questions

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
3	(3 marks) Answers are extensive, demonstrating wide-ranging citizenship knowledge and an excellent understanding of a range of relevant citizenship concepts and theories. A range of real and topical examples are used to relate and interconnect knowledge and understanding to citizenship issues.	(3–4 marks) The response contains explicit and detailed analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Evaluation of information, views, opinions, ideas and arguments is clear and detailed and there is a detailed assessment of their validity.	(7–9 marks) The response is developed from an extensive range of evidence which is selected and organised to form the basis of the arguments being presented. Appropriate citizenship terminology is used extensively. Where appropriate the response indicates an outstanding ability to recognise and draw 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.	(7–9 marks) Answers demonstrate an excellent ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.
2	(2 marks) Answers are characterised by a good level of citizenship knowledge and a clear understanding of a range of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues and indicate linkages.	(2 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. Information, views, opinions, ideas and arguments are evaluated and validity is assessed.	(4–6 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 a good ability to discuss a wide range of key elements relating to citizenship participation. The response should be legible but there may be occasional errors of spelling punctuation and grammar.	(4–6 marks) Answers demonstrate a good ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.

SECTION B 25-mark questions (continued)

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action	AO4 Synthesis
1	(1 mark) Answers are characterised by basic citizenship knowledge and understanding of relevant concepts and theories. Candidates may make a basic attempt to use examples to relate knowledge and understanding to citizenship issues and identify connections.	(1 mark) The response contains little or no evidence of the skills of analysis or evaluation of issues, problems or events in relation to the citizenship concepts and topics studied. Any assessment of the validity of information, views, opinions, ideas and arguments is implied rather than stated.	(1–3 marks) There is a basic attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. The response indicates only a basic ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.	(1–3 marks) Answers demonstrate a basic ability to synthesise knowledge, ideas and concepts from different areas of the subject in order to generalise, organise and construct an argument or propose alternative solutions.
	0 marks No relevant response.	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

0 | 1

What do you understand by the term human rights abuse? *(15 marks)*

The response demonstrates a clear understanding of the term 'human rights' and may relate to the UNDHR, ECHR, HRA or the proposed EU Charter. A range of examples of human rights abuse are quoted; these are contemporary in nature and indicate a range of groups suffering abuse and a range of differing societies.

0 | 2

With reference to a case study known to you relating to human rights abuse, critically examine why some groups allege human rights abuse and how other groups justify their actions. *(25 marks)*

The response is clearly embedded within a contemporary example of a human rights issue. The outline of the case study identifies why the issue relates to human rights. The nature of human rights issue is clearly linked to an international definition of human rights. The case study clearly identifies the roles of the various participants. The response develops an argument as to how the issue has developed or will develop. The response will clearly attempt to explain the nature of the rationale and justification given by those undertaking the alleged abuse. The conclusion will seek to draw together the evidence presented in the response and may draw upon further examples to support the points being made.

OR

0 3

Why do you think a number of countries have stalled a UN resolution regarding safeguarding the rights of international Human Rights workers? *(15 marks)*

The response may refer to types of countries who are likely to oppose the work of Human Rights workers or name specific countries. The response outlines the political systems that operate within those countries who oppose the move. The response may quote examples of the types of Human Rights abuse that occur that have come to light or have been resolved due to the intervention of Human Rights workers.

0 4

Which do you think are the **three** most important human rights identified in the UN Declaration of Human Rights? Assess the case for the retention of those rights rather than others. *(25 marks)*

The response clearly identifies three examples of human rights laid down in the UNDHR. The response indicates a depth of knowledge about the Declaration. The three chosen link to fundamental rights and should be contrasted with more general rights from the Declaration. The response examines, through reference to Active Citizenship participation and use of examples, how it may be possible to determine a rank ordering of human rights. Some may question the assumption of the question and indicate that all the rights are fundamental: this argument is acceptable if supported by valid points.

OR

0 5

What do you understand by the terms fair trade and ethical trading? *(15 marks)*

A clear understanding of both terms is demonstrated and is supported by valid examples. Fair trading relates to paying producers (normally of agricultural products) a price for their goods that encourages small scale production, enabling them to make a living and continue in business. Fair trade bodies often encourage farmers to work in co-operatives. The term normally relates to farmers from LEDCs.

Ethical trading relates to how individual companies treat their suppliers and sub-contractors and normally relates to labour employment issues. Most major companies now have ethical trading policies and some investment groups only invest in companies who have such policies.

0 6

Critically examine the case for and against fair trade as a means of helping producers. *(25 marks)*

Those who favour fair trade stress the difference it makes to the lives of many rural communities in LEDCs, be they coffee or banana growers, or growers of other crops. The trade enables these producers to remain in business and prosper and it also encourages farming communities to work together for the benefit of all in the community. Fair trade also enables consumers to understand and help producers from LEDCs.

It can be argued that fair trade does not improve the livelihood of those in LEDCs and just encourages ineffective farming methods. It is also claimed that the bulk of the additional surcharge paid by customers for these products goes to supermarkets and those in the supply chain. It is also argued that in an age of concern over climate change, the mileage and carbon emissions involved in fair trade make the arrangement counterproductive and that we would be better buying food produced nearer to home.

SECTION B

0 7

Critically examine the likely impact and outcome of letter-writing campaigns such as those outlined in the source. *(15 marks)*

Candidates are expected to draw upon both their research undertaken in regard to Greenpeace and their AS knowledge of campaigning methods from Unit 2. The response will clearly indicate that the aim of Greenpeace in regard to this letter-writing campaign was to raise the level of debate about the replacement of the Trident nuclear weapon system. By getting people to write in large numbers, Greenpeace hopes to influence the government into releasing reports and information about nuclear weapons. Greenpeace opposes nuclear weapons so by campaigning on this issue of secrecy and an open debate, it hopes to convert more people to its position. Candidates should draw upon several types of letter-writing campaign and discuss the nature of the issue, the target audience, the ability of the audience to effect change and the outcome of the campaign. Candidates may also draw upon their own experiences to respond to the question where they have written to individuals or groups to effect change. Candidates may mention Amnesty International whose main campaigning tool is letter writing. A conclusion will be drawn from the evidence but should relate to the range of factors involved and relate to both successful and unsuccessful campaigns.

0 8

Critically assess the claim that groups such as Greenpeace are more successful than political parties in encouraging active citizenship. *(25 marks)*

As well as their researched knowledge of Greenpeace, candidates will be expected to draw upon the knowledge of the political process, involvement and political parties from other units of the course. Drawing on knowledge gained throughout the course, candidates should indicate a clear understanding of the term 'active citizenship'. Drawing on knowledge from Unit 1 and Unit 3, the response should clearly identify how the aims, aspirations and methods of pressure groups and political parties differ. Pressure groups normally have a limited number of linked campaign aims whilst political parties have to establish and promote policy across the whole spectrum of political issues. Stronger responses may note that, at times, the line between the two groups can be blurred, for example UKIP, Respect, The Green Party and independent MPs. The response should deal with the motivation of young people and the attraction of cause politics: examples should be quoted. Great stress may be placed upon the methods used to promote their positions by both pressure groups and political parties and the way in which the direct action of pressure groups can appear to be attractive. The nature of contemporary UK politics in regard to ideological drift may be discussed as a factor in alienating young people from the party political process. The response may also include reference to the electoral process, apathy and the image portrayed of parliament. Candidates may also include reference to their own experiences during the course of active citizenship involvement.

OR

0 9

Assess the likely success of the methods No to Identity Cards could use to promote their campaign. *(15 marks)*

Candidates will be expected to draw upon their knowledge and understanding of campaigning skills developed in Unit 2 and their research knowledge of the NO to Identity Cards campaign in order to answer this question. The response should cover a wide range of activities used by pressure groups to promote their cause. Some clearly link to the activities of NO2ID, but other examples of pressure groups' activities should be linked to known types of pressure groups, some of whom should be identified. The examples quoted must be of a contemporary nature. Terms like parliamentary and extra-parliamentary action as well as direct action may be used. Candidates should draw upon their own experience of active citizenship to add to the discussion of methods and their degree of success. There will be some clear evaluation of the reasoning behind using one method as against another.

1 0

Critically assess the claims and counter-claims made regarding the introduction of a national identity card system. *(25 marks)*

In regard to this response, candidates will draw upon both their research knowledge of this specific campaign and their understanding of political processes from Units 2 and 3.

The response will present a balanced case for and against the claims made by both sides in the argument regarding the introduction of national identity cards. The issues range from civil liberties to human rights to practical issues such as cost and policing the system. Drawing on knowledge from Unit 1, candidates will demonstrate a clear understanding of the rights of citizens in the UK supported by legislation. Candidates will analyse whether the introduction of a national identity card system would support or conflict with current legislation and the effect it would have on the rights of citizens in the UK. At this level, discussion should involve the use of national identity cards by other countries.

Drawing on knowledge from Unit 1, the response should also consider the broader issues relating to ID cards of community cohesion and the ways in which the card could be put to further uses. The conclusion should clearly identify the key points made by both sides and place these points within the current political climate. The conclusion will carefully and critically analyse the conflicting views put forward regarding the introduction of ID cards.

ASSESSMENT OBJECTIVE GRID

A2 Assessment Objective	Section A		Section B		Total Marks by Assessment Objective
	Marks allocated by Assessment Objective 15-mark question	Marks allocated by Assessment Objective 25-mark question	Marks allocated by Assessment Objective 15-mark question	Marks allocated by Assessment Objective 25-mark question	
AO1	4	5	2	3	14
AO2	6	8	2	4	20
AO3	2	4	5	9	20
AO4	3	8	6	9	26
Total	15	25	15	25	80