



**General Certificate of Education
June 2011**

Citizenship Studies

CIST1

Unit 1 Identity, Rights and Responsibilities

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the pre-standardisation meeting attended by all senior examiners and any post-standardisation changes made in the light of candidates' responses. The process of standardisation ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation, each examiner analyses a number of candidates' scripts, the marks for which have already been agreed. If, later in the process, examiners encounter unusual answers which have not previously been seen, they are required to refer these to a senior examiner.

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GCE CITIZENSHIP STUDIES Unit 1
GENERIC MARK SCHEME for Questions

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and

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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 is 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 limited citizenship knowledge and limited understanding of relevant concepts and theories. Candidates may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.
	(0 marks) No relevant response.

GENERIC MARK SCHEME for Questions 0 2 and 0 6 .

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

2	<p>(2 marks)</p> <p>Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.</p>	<p>(2 marks)</p> <p>The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p>(2 marks)</p> <p>A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation. There may be occasional errors of spelling, punctuation and grammar.</p>
1	<p>(1 mark)</p> <p>Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Candidates may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.</p>	<p>(1 mark)</p> <p>The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.</p>	<p>(1 mark)</p> <p>There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p>
	<p>(0 marks)</p> <p>No relevant response.</p>	<p>(0 marks)</p> <p>No relevant response.</p>	<p>(0 marks)</p> <p>No relevant response.</p>

GENERIC MARK SCHEME for Questions 0 3 , 0 4 and 0 7 , 0 8 .

Level	AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Communication and Action
3	<p>(5–6 marks)</p> <p>Answers demonstrate a range of citizenship knowledge and an accurate understanding of relevant citizenship concepts and theories. A range of examples is used to relate knowledge and understanding to citizenship issues.</p>	<p>(4–5 marks)</p> <p>The response contains good evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p>(3–4 marks)</p> <p>A range of relevant evidence is selected and organised which forms the basis of the arguments being presented. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the candidate's own experiences in relation to citizenship participation. The response is legible with few, if any, errors of spelling, punctuation and grammar.</p>
2	<p>(3–4 marks)</p> <p>Answers are characterised by a good level of citizenship knowledge and an understanding of relevant citizenship concepts and theories. Examples are used to relate knowledge and understanding to citizenship issues.</p>	<p>(2–3 marks)</p> <p>The response contains evidence of the skills of analysis and evaluation of issues, problems or events in relation to the citizenship concepts and topics studied.</p>	<p>(2 marks)</p> <p>A range of information is selected and organised, from which arguments are developed. The response makes good use of appropriate citizenship terminology. Where appropriate, the response indicates an ability to discuss a wide range of key elements relating to citizenship participation. There may be occasional errors of spelling, punctuation and grammar.</p>

1	<p>(1–2 marks)</p> <p>Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Candidates may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.</p>	<p>(1 mark)</p> <p>The response contains little evidence of the skills of analysis and evaluation of issues, problems or events, in relation to the citizenship concepts and topics studied.</p>	<p>(1 mark)</p> <p>There is little or no attempt to select and organise information and construct arguments. The response makes limited use of appropriate citizenship terminology. Where appropriate, the response indicates only a limited ability to discuss basic elements of citizenship participation. Errors in spelling, punctuation and grammar may be intrusive.</p>
	<p>(0 marks)</p> <p>No relevant response.</p>	<p>(0 marks)</p> <p>No relevant response.</p>	<p>(0 marks)</p> <p>No relevant response.</p>

The following indicative content is to be used in conjunction with the generic mark bands. In addition to the indicative content detailed here, all relevant responses will be given credit.

Section A – Identity

Total for this section: 30 marks

0 1 Briefly explain what is meant by the term *equal opportunities*. (5 marks)

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|---------|-------------|--|
| Level 3 | (4-5 marks) | Response fully explains <i>equal and opportunities</i> . Likely to be based on the idea that all citizens have the same rights and have the entitlement to partake in activities in life, eg education, employment, access to health care, etc, irrespective of colour, race, religion or belief, ethnic or national origins, gender, marital/civil partnership status, sexuality, disability or age. Expected to give an example where equality of opportunity may not be available. |
| Level 2 | (2-3 marks) | Partial or incomplete response to explain <i>equal and opportunities</i> with good examples, or perhaps limited or no examples.
Partial or incomplete response to explain <i>equal and opportunities</i> with limited or no examples. |
| Level 1 | (1 mark) | Limited or partial understanding of <i>equal opportunities</i> . |

0 2 Examine some of the forms that discrimination may take. (10 marks)

AO1

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|---------|-------------|--|
| Level 3 | (3-4 marks) | At the highest level, answers demonstrate knowledge of the major forms of discrimination. Likely responses may include antilocution, bullying, physical abuse, genocide, etc. Candidates may also refer to sexism, racism, homophobia, etc, especially where prejudice is acted upon, eg in the job market, services, etc. |
| Level 2 | (2 marks) | Answers demonstrate less accurate or less developed knowledge of the forms discrimination may take, with gaps in knowledge or errors. Perhaps one or two forms of discrimination mentioned. |
| Level 1 | (1 mark) | Limited knowledge of the forms that discrimination may take. |

AO2

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|---------|-----------|--|
| Level 3 | (3 marks) | Answers at this level will show explicit and detailed explanation and/or analysis of the forms that discrimination may take. Analysis is required as to why they are a form of discrimination. |
| Level 2 | (2 marks) | Answers at this level will contain evidence of the forms that discrimination may take, but this will be more limited or less developed. |
| Level 1 | (1 mark) | Answers will contain little evidence of the forms that discrimination may take. |

AO3		
Level 3	(3 marks)	A range of relevant evidence is selected and organised which forms the basis of the arguments being presented as the forms that discrimination may take. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.
Level 2	(2 marks)	Arguments may not be as relevant but are related to citizenship participation and use citizenship terminology.
Level 1	(1 mark)	Arguments are limited with little or no relation to citizenship participation or use of citizenship terminology.

0 3 Why is the concept of identity so problematic? (15 marks)

AO1		
Level 3	(5-6 marks)	Answers at the highest level demonstrate a good depth of knowledge and understanding of identity, namely that it refers to the distinctive characteristics which make individuals or groups who they are and by which they are recognised. A range of examples may be used to relate knowledge and understanding to citizenship issues. These may be historical in nature, or drawn from local, national or international contexts. An explanation of the concept will also be rewarded. Three or more points may be referred to regarding identity, such as nationality, region, race, religion, class, gender, sexuality, etc.
Level 2	(3-4 marks)	Answers will contain less extensive knowledge of identity. Two characteristics will normally be referred to.
Level 1	(1-2 marks)	Responses will contain very limited knowledge of identity. Only one characteristic will normally be referred to.
AO2		
Level 3	(4-5 marks)	There may be a reference to a range of problems surrounding the concept of identity. Answers at this level are likely to focus on the confusion of descent and/or the many competing aspects of an individual's identity.
Level 2	(2-3 marks)	Answers will examine the debate in less depth and examples may be less accurate. Explanations or analysis might be perfunctory or common sense.
Level 1	(1 mark)	Answers are likely only to identify that there are problems with identity, with little analysis or evaluation.

AO3

Level 3	(3-4 marks)	A range of relevant evidence is selected and organised which forms the basis of the arguments being presented as to the problems with the concept of identity. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.
Level 2	(2 marks)	The arguments may not be as relevant but are related to citizenship participation and use citizenship terminology.
Level 1	(1 mark)	Arguments are limited with little or no relation to citizenship participation or use of citizenship terminology.

0 4

'The media no longer stereotype social groups.' Assess this view. (15 marks)

AO1

Level 3	(5-6 marks)	The response exhibits clear knowledge and understanding of the terms <i>media</i> , <i>stereotype</i> , and <i>social groups</i> . They can be understood respectively as organisations and institutions which broadcast, inform or reach the public; preconceived, one-sided, over-simplified, exaggerated and usually prejudicial portrayals of social groups which take no account of individual differences; and people sharing social relations or characteristics. Examples will be rewarded. Three or four social groups may be expected as examples.
Level 2	(3-4 marks)	Answers will contain less extensive knowledge of the terms <i>media</i> , <i>stereotype</i> , and <i>social groups</i> . Two social groups may be expected as examples.
Level 1	(1-2 marks)	Responses will contain very limited knowledge of the terms <i>media</i> , <i>stereotype</i> , and <i>social groups</i> . Only one social group or indeed no examples may be given.

AO2

Level 3	(4-5 marks)	The response will assess and evaluate the extent to which the mass media <i>no longer</i> stereotype social groups. Candidates may argue that stereotyping based on gender, race, ethnicity, religion, sexuality, age, etc, are no longer prevalent in the media and that media organisations try hard to represent the diversity of UK society in their output. Candidates may well argue that stereotypes still exist in the media and back up their argument with relevant examples. The response should come to a clear conclusion based upon the evidence presented.
Level 2	(2-3 marks)	Answers are likely to show evidence of analysis and evaluation but not have the range of arguments. Explanations or analysis might be perfunctory or common sense. They may examine the debate, but not in much detail. Unbalanced answers likely to be in this level.
Level 1	(1 mark)	Little evidence of analysis and evaluation is likely to be seen.

AO3

Level 3	(3-4 marks)	A range of relevant evidence is selected and organised which forms the basis of the arguments being presented on the extent to which the mass media no longer stereotype social groups. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.
Level 2	(2 marks)	The arguments may not be as relevant but are related to citizenship participation and use citizenship terminology.
Level 1	(1 mark)	Arguments are limited with little or no relation to citizenship participation or use of citizenship terminology.

Section B - Rights and Responsibilities**Total for this section: 30 marks****0 5**Briefly explain the term *natural justice*.*(5 marks)*

- Level 3 (4-5 marks) Response that fully explains the term *natural justice* in detail, including the notions of bias, unfairness and unreasonableness. Justice should be done and also be seen to be done. Expect one example of natural justice.
- Level 2 (2-3 marks) Response explains the term *natural justice* in less depth with or without an example.
- Level 1 (1 mark) Response very weakly explains the term *natural justice*, without additional example.

0 6

Examine some alternative methods of resolving disputes.

(10 marks)

AO1

- Level 3 (3-4 marks) Answers should demonstrate knowledge of alternative methods of resolving disputes, including mediation, conciliation, arbitration, tribunals, ombudsmen, etc. Expect three or more methods.
- Level 2 (2 marks) Answers will demonstrate less accurate knowledge of alternative methods of resolving disputes. Expect at least two methods, including other legal remedies.
- Level 1 (1 mark) Answers will demonstrate limited knowledge of alternative methods of resolving disputes and examples may not be given or may not be accurate. Only one method will normally be given.

AO2

- Level 3 (3 marks) Answers at this level will show explicit explanation and/or evaluation of alternative methods of resolving disputes. Expect three or more explanations of methods.
- Level 2 (2 marks) Answers at this level will contain evidence of alternative methods of resolving disputes, but this will be more limited. Two explanations of methods will normally be given.
- Level 1 (1 mark) Answers will contain little evidence of alternative methods of resolving disputes.

AO3

- Level 3 (3 marks) A range of relevant evidence is selected and organised, which forms the basis of the arguments being presented as to alternative methods of resolving disputes. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.
- Level 2 (2 marks) Arguments may not be as relevant but are related to citizenship participation and use citizenship terminology.
- Level 1 (1 mark) Arguments are limited with little or no relation to citizenship participation or use of citizenship terminology.

AO1

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|---------|-------------|--|
| Level 3 | (5-6 marks) | Answers demonstrate a good depth of knowledge and understanding of human rights in the UK, namely a strong tradition of protection of human rights in the UK dating back to the Magna Carta, and more recently the Universal Declaration of Human Rights, the European Convention on Human Rights, the European Court of Human Rights and the Human Rights Act, etc. Candidates will also be rewarded for knowledge and understanding of the context of the human rights debate in the UK. |
| Level 2 | (3-4 marks) | Answers will contain less extensive knowledge of human rights in the UK. |
| Level 1 | (1-2 marks) | Responses at the lowest level will contain very limited knowledge of the human rights in the UK. |

AO2

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|---------|-------------|---|
| Level 3 | (4-5 marks) | Answers will analyse the claim that too much focus is placed on human rights in the UK. This can be argued in a number of ways. Candidates may draw reference to claims that criminals have too many rights, that law-abiding citizens have their rights trampled, that the human rights culture has gone too far and ignores 'common sense', that the UK should not rely on a 'foreign' court for making decisions on UK issues, or indeed that the Human Rights Act 'brought rights home'. Three or more arguments analysing the issue may be expected. |
| Level 2 | (2-3 marks) | Answers are likely to show evidence of analysis and evaluation but may be more unbalanced and not have the range of arguments. |
| Level 1 | (1 mark) | Little evidence of analysis and evaluation is likely to be seen. |

AO3

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|---------|-------------|---|
| Level 3 | (3-4 marks) | A range of relevant evidence is selected and organised which forms the basis of the arguments being presented on human rights in the UK. 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. |
| Level 2 | (2 marks) | The arguments may not be as relevant but are related to citizenship participation and use citizenship terminology. |
| Level 1 | (1 mark) | Arguments are limited with little or no relation to citizenship participation or use of citizenship terminology. |

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Assess the relationship between the rights and the responsibilities of a citizen.

(15 marks)

AO1

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|---------|-------------|---|
| Level 3 | (5-6 marks) | Answers demonstrate a good depth of knowledge and understanding of the rights and responsibilities of a citizen. Candidates will be aware of civil rights, social rights, political rights, legal rights, consumer rights, human rights, etc. Responsibilities or duties that could be mentioned include serving your country, paying taxes, obeying the law, voting and participating in the political system, working if able, etc. |
| Level 2 | (3-4 marks) | Answers will contain less extensive knowledge and understanding of the rights and responsibilities of a citizen. |
| Level 1 | (1-2 marks) | Responses will contain very limited knowledge and understanding of the rights and responsibilities of a citizen. |

AO2

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|---------|-------------|--|
| Level 3 | (4-5 marks) | Responses will analyse and evaluate the arguments relating to the rights and responsibilities of a citizen. There are a number of debates that could be examined, including the question of whether individuals have rights irrespective of duties carried out, rights are determined by duties carried out, whether rights and duties can conflict, the nature of our responsibilities, our responsibilities to others, the role of the state in protecting rights and its responsibility to us, etc. Candidates can be rewarded for focussing on a particular area of debate or for having a broad debate. |
| Level 2 | (2-3 marks) | Answers will show evidence of analysis and evaluation but to lesser extent than at the highest level. |
| Level 1 | (1 mark) | Answers are likely only to identify that the citizen has rights and responsibilities, but the arguments are likely to be less developed. |

AO3

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|---------|-------------|---|
| Level 3 | (3-4 marks) | A range of relevant evidence is selected and organised which forms the basis of the arguments being presented on rights and responsibilities of a citizen. Arguments are clear and logical and the response uses appropriate citizenship terminology. Where appropriate, the response recognises and draws upon the candidate's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar. |
| Level 2 | (2 marks) | The arguments may not be as relevant but are related to citizenship participation and use citizenship terminology. |
| Level 1 | (1 mark) | Arguments are limited with little or no relation to citizenship participation or use of citizenship terminology. |

ASSESSMENT OBJECTIVE GRID

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

Converting Marks into UMS marks

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

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