



**General Certificate of Education  
January 2013**

**Citizenship Studies**

**CIST2**

**Democracy, Active Citizenship and  
Participation**

**Unit 2**

**Final**

***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 students' responses. The process of standardisation ensures that the mark scheme covers the students' 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 students' 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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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 – Making a Difference

<b>0</b>	<b>1</b>	Identify <b>three</b> ways in which the BBC differs from the media mentioned in the source. (5 marks)
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### AO1

**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.*

An account that identifies three clear examples of the differences relating to the BBC for 5 marks or two clear examples and a partial example for 4 marks.

Differences may include:

- The BBC is a public corporation established by Parliament
- It has a duty to be politically evenhanded, especially during elections
- Its income is raised via an annual licensing system
- The level of licence fee is decided by Parliament
- There are no owners or shareholders in regard to the BBC.

Other valid responses should be rewarded.

**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.*

An account that identifies two clear examples of differences for 3 marks or one complete and one partial example, or two partial examples, for 2 marks.

**Level 1** (1 mark) *Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt to use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*

An account that only identifies one clear example of difference that relates to the BBC.

(0 marks) *No relevant response*

**0 2**

'Media ownership in the UK is concentrated in the hands of a few companies.'  
Examine why citizens should be concerned about this issue. (10 marks)

**AO1**

Level 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 is used to relate knowledge and understanding to citizenship issues.*

Sound understanding is shown of the term 'media' and a range of examples is included in the response. Clear understanding is shown regarding the role of the media and how this may be influenced by the owners. Knowledge of media ownership and control is shown beyond that indicated in the source.

Level 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 relate knowledge and understanding to citizenship issues.*

A range of forms of media is outlined, and some understanding is shown of the role of the media and how the owner may influence this. Some additional knowledge is indicated beyond that provided in the source.

Level 1 (1 mark) *Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories.*

*Students may make a limited attempt use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*

Limited attempt to outline what is meant by the term media, and the response is heavily reliant upon the source.

(0 marks) *No relevant response.*

**AO2**

Level 3 (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.*

The response indicates clear understanding of the issues involved regarding media ownership in the UK. The response indicates a number of issues that might concern citizens, eg foreign ownership, concentration of media ownership, cross-media ownership, multinational ownership, and transnational media interests. The response may also discuss the nature of media influence especially in relation to the broader political agenda. A counter-position supported by valid evidence should be rewarded, eg the press has no influence, so it does not matter

about who owns what. The response will contain evidence of analysis and evaluation of these issues.

Level 2 (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.*

The response will indicate some understanding of the issues involved regarding media ownership. The response will outline several issues of concern and some attempt will be made to analyse and discuss the issues.

Level 1 (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.*

Limited attempt to identify or analyse issues relating to media ownership.

(0 marks) *No relevant response.*

### **AO3**

Level 3 (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 student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

Level 2 (2 marks) *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. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.*

Level 1 (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*

**EITHER****0 3**

The origins of the economic crisis have been blamed upon the financial sector and the banks. Critically examine the role of government in attempting to resolve the issues raised by the crisis. (15 marks)

Level 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 is used to relate knowledge and understanding to citizenship issues.*

The response will offer a clear account of a range of issues relating to the start of the economic crisis in 2008, eg banks in crisis, stock exchange collapse, unemployment, concern over government debt, the Euro crisis. The response will show good conceptual understanding. The response may make reference to a variety of issues relating to the economic crisis. The account will deal with a range of ways in which the government, both the former Labour government and the Coalition government since 2010, has attempted to deal with the issues, eg the Labour government re-financed banks and took some into public ownership; quantitative easing; the coalition government deficit reduction programme; new international rules for banks; the Vickers Report on reorganising UK banking. The account may also emphasise the impact of the Euro crisis on the UK economy and mention the role of the UK government in regard to the Euro crisis, ie financial help to Ireland but using the veto to prevent a new treaty.

Level 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.*

The response may give a range of ways in which the economic crisis has had an impact, or deal with one or two issues in some depth. A limited number of ways in which government has reacted will be mentioned.

Level 1 (1-2 marks) *Answers are characterised by limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*

Limited account lacking a clear structure and offering a few examples of the impact of the crisis since 2008. Some examples quoted of government actions.

(0 marks) *No relevant response.*

**AO2**

Level 3 (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.*

The response will discuss and evaluate the range of evidence presented regarding the context of the question. The response may challenge some of the action taken by the government and may discuss the impact of government policy on the everyday lives of citizens, eg unemployment, business failures, poor savings rates, public spending cuts and cuts in welfare.

Level 2 (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.*

Some attempt to reach conclusions based on evidence presented. The basis of any conclusions may not be well developed or indicate analytical insight into the relationship between government and the economic crisis.

Level 1 (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.*

Limited response with little or no attempt to draw a sustainable conclusion based upon the evidence presented.

(0 marks) *No relevant response.*

**AO3**

Level 3 (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 student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

- Level 2    (2 marks)    *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. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.*
- Level 1    (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.*



OR

- |   |   |  |
|---|---|--|
| 0 | 4 | Make a case for local councils delivering more of the services currently provided by central government.<br>(15 marks) |
|---|---|--|

**AO1**

- Level 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 is used to relate knowledge and understanding to citizenship issues.*

The response will clearly identify the existing role of local government/councils in regard to the provision of services, and indicate knowledge of services provided by central government. Councils in the context of the question relate to formally elected local authorities. Credit any responses that discuss the role of devolved bodies in Wales, Scotland and Northern Ireland and their relationship to local councils. A range of services will be mentioned. Areas that may be suggested could include the NHS, transport, energy policy, welfare payments, housing, and planning and taxation issues. The evidence presented must have a logical evidence base, for example transferring control of the nuclear deterrent to local authorities may be an argument that is difficult to sustain.

- Level 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.*

Clear knowledge indicated of the existing services provided by local councils and central government. A number of valid examples of services that could be transferred from central to local government control will be incorporated into the response. Mention may be made of issues relating to the devolved bodies.

- Level 1 (1-2 marks) *Answers are characterised by containing limited citizenship knowledge and limited understanding of relevant concepts and theories. Students may make a limited attempt use examples to relate knowledge and understanding to citizenship issues, or no examples may be present.*

Some attempt to outline what services central and local councils currently provide. Limited attempt to identify which services could be transferred.

- (0 marks) *No relevant response.*

**AO2**

Level 3 (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.*

The response indicates a clear understanding of the current respective roles of central and local government in the UK. The response indicates a range of services that could be transferred to local government and makes a case for/against their transfer. Concepts like local accountability and meeting local needs may be mentioned. Valid responses may relate to any part of the UK, eg Scotland, Wales and Northern Ireland. Any response that develops an answer including a role for voluntary bodies which use the title 'council' may be rewarded, providing the evidence supports the argument being put forward.

Level 2 (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.*

A clear case is made for the transfer of a range of services from central to local government and there is some attempt at a rationale for the choice of services to be transferred.

Level 1 (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.*

Limited case made for the transfer of services and a limited number of examples included in the response.

(0 marks) *No relevant response.*

**AO3**

Level 3 (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 student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

- Level 2 (2 marks) *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. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.*
- Level 1 (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*

## Section B

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Outline how you developed a citizenship skill in relation to your own active citizenship participation. (5 marks)

### AO3

**Level 3 (4-5 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 student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

Both elements of the question are fully answered, ie the response outlines a task undertaken and a specific citizenship skill that was developed. The response clearly identifies a citizenship-related skill such as advocacy and relates the skill to an active citizenship task, eg formal debate about EU membership. For full marks, the skill is shown to be clearly embedded within the task selected and the context of 'how' is explained.

**Level 2 (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 an 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.*

Both elements of the question are attempted, ie the task identified and the skill linked to the task, but one element may be better developed than the other. The response will attempt to explain the 'how' element of the question.

**Level 1 (1 mark)** *There is little or no attempt to select and organise information and 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.*

A partial attempt to answer the question: the account may be descriptive of either the task or the skill involved.

**(0 marks)** *No relevant response*

**0 6** If your school or college were to organise an Active Citizenship day for all post-16 students, what events would you suggest should form part of the day? Justify your choices. (15 marks)

**AO2**

Level 3 (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.*

The response provides a framework for the day and may be based on the student's own involvement in a similar event. The suggestions for inclusion are logical and justified, and would fit the requirements of a post-16 citizenship event.

Level 2 (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.*

The response indicates several events/activities that would be suitable for a post-16 citizenship event. Some attempt to justify the choices made.

Level 1 (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.*

The response indicates a few suitable activities for a post-16 citizenship event.

(0 marks) *No relevant response.*

**AO3**

Level 3 (9-12 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 student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

Good rationale shown for the structure of the event and the inclusion of the activities. The response should draw on work that the student has undertaken during the course.

Level 2 (5-8 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. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.*

Some attempt to offer a rationale for the choice of activities and events. The students may draw on their own experiences.

Level 1 (1-4 marks) *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.*

Little or no attempt to provide a rationale for the events or activities and limited inclusion from the student's own active citizenship work.

(0 marks) *No relevant response.*

**0 7**

If you were advising these protesters about how to achieve their aims, what forms of responsible action would you recommend? Justify your recommendations.

(15 marks)

**AO2**

Level 3 (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.*

The response clearly relates to the issue of protesting in regard to higher education tuition fees. A range of examples of responsible action is included, eg lobbying, letter writing, seeking support from others and groups, peaceful protests, celebrity events/ endorsements, e-petitions, etc. Clear justification given for the choices made.

Level 2 (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.*

The response contains a number of suggestions that are appropriate to the nature of the cause. Some attempt to provide a justification for the choices made.

Level 1 (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.*

A limited number of suitable suggestions are contained in the response.

(0 marks) *No relevant response.*

**AO3**

Level 3	(9-12 marks)	<p><i>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 student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.</i></p> <p>The response clearly indicates why they have made the choices and relates them to the nature of higher education tuition fees. They may mention that the target audience are politicians and state the likely impact of each suggested action. The student may relate the response to his or her own experience in relation to active citizenship campaigning.</p>
Level 2	(5-8 marks)	<p><i>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. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</i></p> <p>The response will attempt to justify the choices made. The response may relate the choice of suggestion to the student's own active citizenship work. Some attempt to relate the impact of the suggestion to the nature of the cause.</p>
Level 1	(1-4 marks)	<p><i>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.</i></p> <p><i>Limited attempt to justify the choice of actions. Limited range of suggestions made and little attempt to link to their own citizenship participation.</i></p>
	(0 marks)	<i>No relevant response.</i>



**0 8** Why is it important, in a democratic society, to encourage active citizenship?  
(25 marks)

**AO3**

Level 3 (17-25 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 student's own experiences in relation to citizenship participation. The response should be legible with few, if any, errors of spelling, punctuation and grammar.*

A fully developed response that makes a wide range of points. The response will clearly explain the nature of active citizenship within a democratic society. The examples may be mainly based upon the UK but credit should be given for recent examples from other countries. The response will develop points regarding the interaction of the concept of democracy and the nature of active citizenship. The response should also evaluate evidence to assist with the element of the question that relates to why it is important, issues like participation and non-participation may be discussed, as could apathy. A response that refutes the basis of the question will need to produce a strong evidence-based argument to be awarded marks at this level.

Up to the mid-point of this range, responses will be well structured and present a clear case indicating the linkage between a democratic society and active citizenship. The response may draw upon the student's own participation. The range of examples and the depth of associated analysis will be less well developed.

Level 2 (9-16 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. The response should be legible but there may be occasional errors of spelling, punctuation and grammar.*

The response at this level will cover all aspects of the question but the examples included will be less well developed and the analysis will be limited. The response will tend to be more discursive than analytical.

Up to the mid-point of this level, the response will contain a range of examples and contain views about the evidence presented but overall the response will lack clear coherence in regard to the core of the question.

Level 1    (1-8 marks)    *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.*

The response will contain a limited range of ideas and suggestions but they will not be framed into a coherent response to the question. Limited attempt to analyse the evidence or draw clear conclusions.

Up to the mid-point of this level, the response will contain limited evidence relating to the question and will lack a clear structure and conclusion.

(0 marks)    *No relevant response.*

**ASSESSMENT OBJECTIVE GRID**

	<b>Section A</b>			<b>Section B</b>				
<b>Assessment Objective</b>	<b>Marks allocated by Assessment Objective Question 01</b>	<b>Marks allocated by Assessment Objective Question 02</b>	<b>Marks allocated by Assessment Objective Questions 03 and 04</b>	<b>Marks allocated by Assessment Objective Question 05</b>	<b>Marks allocated by Assessment Objective Question 06</b>	<b>Marks allocated by Assessment Objective Question 07</b>	<b>Marks allocated by Assessment Objective Question 08</b>	<b>Total Marks by Assessment Objective</b>
<b>AO1</b>	5	4	6	0	0	0	0	<b>15</b>
<b>AO2</b>	0	3	5	0	3	3	0	<b>14</b>
<b>AO3</b>	0	3	4	5	12	12	25	<b>61</b>
<b>Total</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>5</b>	<b>15</b>	<b>15</b>	<b>25</b>	<b>90</b>