



**General Certificate of Education
June 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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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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

0 1 Briefly outline **three** services provided by local councils in the UK. (5 marks)

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

The response will cover at least three local government services for full marks. The response will outline briefly but clearly the nature of the service provided by local councils. There is no requirement upon the student to link specific services to tiers of local authority. The term 'local council' is seen as a generic term. Examples may include: education, social services, transport, highways, libraries and museums, social housing, housing benefit, council tax benefit, street lighting, allotments, youth services and trading standards officers.

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.*

The response will outline some examples of either two services partially or give a full account relating to only one service.

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.*

The response may only contain points regarding one service.

(0 marks) *No relevant response*

0 2

Why do so few people vote in local elections?

(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.*

The response will indicate an understanding of the turnout in local elections and how this compares with other elections held in the UK. Normally turnouts in local government elections are in the range of 30-40% but can be lower. The response may show an understanding of the term 'apathy' in regard to voter turnout.

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.*

Some understanding shown that local election turnout is low and some examples may be quoted.

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 understanding shown or background information provided.

(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 turnout at local elections. The response could indicate a number of reasons for voter apathy: lack of knowledge, limited campaigning by local political parties, safe seats, electoral systems, lack of media coverage and general disillusionment with politics. The response will contain evidence of analysis and evaluation of the 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 turnout in local elections. The response will

		outline several issues and make some attempt to analyse reasons for voter apathy.
Level 1	(1 mark)	<i>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.</i>
		Limited attempt to identify a few issues relating to voting.
	(0 marks)	<i>No relevant response.</i>
AO3		
Level 3	(3 marks)	<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>
		Students may refer to their own electoral involvement, or the involvement of those known to them, and/or relate their response to their local community.
Level 2	(2 marks)	<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>
		Some attempt to relate to their own experiences.
Level 1	(1 mark)	<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>
		Limited evidence relating to the student's own experiences.
	(0 marks)	<i>No relevant response</i>

EITHER**0 3**

High unemployment is a price worth paying to help the UK's economic recovery.'
 Make a case for **or** against this point of view. (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 offer a clear account of the nature of unemployment in the UK. Statistics may form a part of the response. The response will identify issues relating to the current nature of the UK economy and show some appreciation of the requirements for economic growth.
- 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 will outline aspects of the issues affecting the UK economy and its impact on unemployment. Some attempt to discuss the current nature of unemployment in the UK.
- 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 any clear points about the nature of the economy or the nature of UK unemployment.
- (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 nature of the UK economy and unemployment. The response will come to a clear conclusion based upon the evidence presented. A range of views and opinions are acceptable providing they are based on evidence-based analysis. A clear case will be made either for or against the proposition 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.*

Some attempt to reach conclusions based upon the evidence presented. The basis for any conclusions may not be well developed and may not indicate analytical insight. A case is made either for or against the proposition. If a case is made for both sides, and no clear stand is taken, award only up to this level.

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 sustainable conclusions 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.*
- Students may relate this response to their own experiences or those known to them or write about their local community.
- 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.*
- There may be some attempt to relate the response to the local community or the experiences of the student.
- 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.*
- Limited references to the student's own experiences or that of their local community.
- (0 marks) *No relevant response.*

OR

0 4 Critically assess the case for **and** against state regulation of the press. (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 a range of points regarding *issues relating to* the regulation of the press. The account will clearly define the term 'press' as against the media. Mention will be made of the current system of self-regulation via the Press Complaints Commission. The Leveson Report and the issues relating to the reasons for its establishment will be explored.

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 will clearly indicate some knowledge of current *issues relating to* press regulation in the UK. Reference may be made to a number of case studies. If the account is generic about the media, only a Level 2 mark can be awarded.

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 *issues relating to* press regulation in the UK.

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 issues involved in regard to press regulation. A case is made both for and against the concept of state regulation of the press. Points made *for* may relate to the Leveson Report whilst points made *against* may relate to the concept of a free press in a democracy. A clear conclusion is based upon the evidence presented.

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 presented both for and against state regulation of the press. The response is balanced and arrives at a clear conclusion.

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 analysis of the issues involved in regard to state regulation of the press. The response may be unbalanced.

(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

0	5
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You are organising a classroom debate dealing with a controversial issue. Briefly outline **three** guidelines you would give the class before the start of the debate.

(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.*

The response recognises the issues involved with debating controversial matters. The response may relate to the student's own active citizenship participation. Three clear guidelines will be identified. Examples may include agreement on how to approach the topic, limits that will be set, ensuring there is someone to act as a chairperson, use of acceptable language, how the debate will be conducted, showing respect for others, listening to others, no personal interjections.

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.*

Some attempt to outline three suitable guidelines. Some may be better developed than others. Two fully developed points should gain two marks.

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 outline suitable guidelines.

(0 marks) *No relevant response*

0 6

Active Citizenship involves trying to make a difference. Critically assess any task you have undertaken, explaining why it either succeeded, or failed to make a difference. (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 a task the student has undertaken. The success or failure of the task will be clearly outlined. The response will explain in depth the nature of the task and the roles of those involved.

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 identify a task in which the student was involved, with some attempt to outline its success or failure.

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 relates to a citizenship task in general terms.

(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 selection of the task. The account clearly identifies how the task was trying to make a difference. The degree of success or failure will be clearly outlined and there will be a commentary to explain why the task was successful or failed. The role of the student will be clearly explained. Clear conclusions will be reached.

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.*

The response will offer a range of reasons as to why the task either succeeded or failed. The students discuss their role in the task. Some attempt to reach conclusions.

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 explain the nature of the activity or the student involvement.

(0 marks) *No relevant response.*

0	7
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What are the advantages **and** disadvantages of internet-based campaigning?
Refer to examples in your answer.

(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 makes reference to a range of internet-based campaigns and contains a range of both advantages and disadvantages of using the internet to campaign. The response contains a range of examples of internet campaigning. There will be a clear balance between the range of points made regarding advantages and disadvantages.

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 relates to a limited number of campaigns but does include a range of points: the overall response may be unbalanced regarding the advantages and the disadvantages of internet campaigning. A number of case studies may be mentioned but not fully integrated into the response.

Level 1	(1 mark)	<p><i>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.</i></p> <p>A limited number of points will be made regarding internet campaigning.</p>
	(0 marks)	<i>No relevant response.</i>
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.</i></p> <p><i>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 will present a case that gives equal status to both points of view and arrives at clear conclusions based upon the evidence presented. The response indicates the student's own appreciation of the issues involved with internet campaigning and may draw upon his/her own activities and 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 draw the evidence together to arrive at a conclusion. The response may relate to the student's own active citizenship participation. The response may be unbalanced regarding points that are advantages and points that are disadvantages of internet campaigning.</p>

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.*

Limited attempt to draw the evidence together into a clear argument. Limited attempt to draw conclusions. Limited reference to the student's own Active Citizenship work.

(0 marks) *No relevant response.*

0 8

The government is training community organisers to work with local communities to help local citizens to get more involved in community activities.

Critically assess the advantages **and** disadvantages of encouraging community volunteering. (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 assesses both the advantages and disadvantages of community volunteering. The account may outline the nature of the broad concept of the Big Society as relating to local communities taking more responsibility through volunteering, for example running local libraries.

Points made in favour may incorporate the use of terms like empowerment. Points against may relate to the cost, the government knowing best, the government linking the programme to public service cuts. A case may be made relating to the broader concept of 'volunteering' without a direct reference to the idea of the Big Society. This is an equally valid response. Students may draw upon case studies from their own community or their own active citizenship participation.

Up to the mid-point of this range, the response will be well structured and will present a case both for and against encouraging community volunteering. 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)	<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 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 account will tend to be more discursive than analytical and be unbalanced in regard to the two elements of the question.</p> <p>Up to the mid-point of this level, the response will contain a range of examples of community-related work but the response will lack a clear coherence in regard to the thrust of question.</p>
Level 1	(1-8 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>The response will contain a limited range of points and will be unbalanced. The points made will not form a coherent argument. Limited evidence of analysis of the evidence that is presented.</p> <p>Up to the mid-point of this level, the response will contain a limited number of valid points and evidence relating to the question. The response will lack a clear structure and conclusion.</p>
	(0 marks)	<p><i>No relevant response.</i></p>

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	Marks allocated by Assessment Objective Question 08	Total Marks by Assessment Objective
AO1	5	4	6	0	0	0	0	15
AO2	0	3	5	0	3	3	0	14
AO3	0	3	4	5	12	12	25	61
Total	5	10	15	5	15	15	25	90