



**General Certificate of Secondary Education
(Short Course)
June 2011**

Citizenship Studies 41051

(Specification 4106)

Written paper: Citizenship Studies

Report on the Examination

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Set and published by the Assessment and Qualifications Alliance.

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Unit 1 (41051): Written paper

General

This year saw a very significant increase in the entry for this unit. The paper seemed well received and candidates did not appear to encounter difficulties with any elements of the paper. Centres do need to remind candidates that the answer booklet, by allowing a set space for responses, is giving the clearest indication of the amount of writing that is required to obtain the marks allocated. In regard to the longer response part (c) questions in section B, a number of candidates are writing 2 or 3 times more than the allocated space. Whilst at times this extra material adds to the substance of a response, for too many it simply repeats material, and centres need to train candidates to be concise and precise in their responses.

The range of knowledge and understanding shown by some candidates was quite inspiring. The research undertaken by many candidates in regard to the pre-released topics was especially evident in regard to Question 5 (c). It was equally evident that many other candidates were not well prepared in regard to the pre-released topics. The titles are available sufficiently far in advance to enable centres to prepare teaching materials on the topic. This style of question was introduced to enable candidates to focus on specific topics and have enough knowledge to answer the questions.

Question 1

Most candidates scored well in regard to these ten 1-mark responses. The most successful responses were (a), (d), (f) and (i). The least successful were (c), (g) and (h).

- 1(a)** Nearly 90% correctly answered this question: clearly, the role of celebrity is well understood.
- 1(b)** Some candidates encountered difficulties in regard to the local element, often quoting national issues or NHS issues rather than local authority matters.
- 1(c)** Many candidates gave generalised responses, but if they related generally to the rights of UK citizens in the broadest sense, they were credited.
- 1(d)** Most candidates were able to give a clear description of a charity. A response that included a suitable named example was credited.
- 1(e)** Most candidates had some understanding of the roles of the House of Commons and the Lords but it was often not precise enough to award a mark
- 1(f)** Candidates were well able to respond in regard to the role of internet campaigning.
- 1(g)** The term 'boycott' was not well answered. Responses were often far too general, while others seemed to pluck ideas out of the air such as a boy's bed or a boy's haircut style!
- 1(h)** The term 'lobbying' was not well understood. Many responses were far too general to be worth a mark.
- 1(i)** Most candidates had some understanding of health and safety issues and were able to give an example.
- 1(j)** The term 'equal pay' was well understood, though many simply stated that 'all are paid the same' which did not gain a mark.

Question 2

- 2(a)** Most candidates were able to *identify* some local government service but the key word in the question was *outline*, so there was a requirement to add some elaboration. Too many just relied on the source information and gained little credit.
- 2(b)** Too many candidates simply tried to re-write the source material. This style of question invites discussion of the key issues around two or three clear points: the sources give a flavour, not the substance of the response.
- 2(c)** This style of question required only a one-sided argument so candidates needed to develop several key points to support the conjecture.

Question 3

This was the most popular of the optional questions, answered by about 50% of candidates.

- 3(a)** Most candidates were able to outline two ways in which electors cast their votes.
- 3(b)** This was the weakest response. Candidates did not seem to have clear ideas of reasons why some wish to change to way in which we elect MPs. The source did provide some supporting evidence but many did not attempt to incorporate any of the data. When a question requests three reasons, three distinct points or paragraphs are a better way to respond than extended writing.
- 3(c)** Many candidates were able to write at length regarding making voting compulsory. Many had done research into what happens in other countries. The question required a case for and against: in this type of question, candidates need to ensure that they give equal treatment to both sides and then give a short conclusion at the end.

Question 4

This was the second most popular of the optional questions.

- 4(a)** Most candidates were able to give a clear account showing the difference between a civil and criminal case.
- 4(b)** Many candidates did not give a clear description of the purpose of an ASBO so their responses lacked a clear focus. This question required a balanced number of points for and against the role of ASBOs.
- 4(c)** Many candidates wrote at length about the role of juries and judges but often the responses lacked a clear structure. The question about whether juries or judges should make decisions is fundamental in regard to the role of the citizen in the justice system. Many candidates who scored highly developed their response around the concept of legal participation.

Question 5

This was the least popular of the optional questions.

- 5(a)** Many candidates failed to give a clear response and again the question called for a clear example to show understanding.
- 5(b)** Many candidates were able to illustrate their response with worked examples, others answered in general terms. Both formats were acceptable.
- 5(c)** This question required a worked example, as indicated in the specification. Those candidates who wrote at length about an international conflict scored well. Others wrote in general terms, failing to mention international bodies and instead focussing upon countries, and therefore did not score highly.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results Statistics page of the AQA Website: <http://www.aqa.org.uk/over/stat.html>.

Converting Marks into UMS marks

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

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