



**General Certificate of Secondary Education
June 2012**

Citizenship Studies (Full Course) 4107

Unit 3: 41053

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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Section A

Community Action and Active Citizenship – Pressure groups

1 (a) What is a petition? *(1 mark)*

A petition is a written document signed by citizens who wish to raise a concern or bring about change. There must be mention of signing a document.

1 (b) Name a UK pressure group and a recent campaign it ran. *(2 marks)*

1 mark for any UK pressure group identified
 1 mark for the correct identification of a recent campaign
 A pressure group **and** recent campaign **must** be identified for the 2 marks

1 (c) Identify **two** factors which you think are important in a successful campaign. *(2 marks)*

Any two factors from the following:

- gaining media attention and support
- getting people involved
- raising funds
- gaining support from decision makers such as councillors, MPs and/or celebrities
- petitions and/or e-petitions
- demonstration/marches/peaceful protests
- letter writing
- research
- expertise
- good organisation
- any other relevant factor.

Total: 5 marks

2 (a) What is a democracy? *(1 mark)*

A democracy is the rule of a country by consent of the people.

2 (b) Name a non-democratic country and its type of government. *(2 marks)*

Name of any undemocratic country for 1 mark.
 Name the type of rule of the named country for 1 mark
 eg Cuba – communism

2 (c) Briefly outline **two** key aspects of UK democracy that you think are important. *(2 marks)*

A good explanation of any two:

- free and fair elections
- free speech
- free press
- elected representatives are accountable for their actions
- laws are made by Parliament
- the criminal justice system

Total: 5 marks

3 (a) A judge presides over a Crown Court. Is this true or false? *(1 mark)*

True.

3 (b)(i) How many people are there on a jury? *(1 mark)*

12

3 (b)(ii) How old do you have to be before you can sit on a jury? *(1 mark)*

18

3 (c) Give **two** reasons for keeping jury trials. *(2 marks)*

Any two well-explained points, such as: trial by jury has been a right for centuries and should not be limited just because it is expensive; in complicated cases, it is up to the prosecution and defence to ensure that the jury understand all the arguments; judgement by peers.

Total: 5 marks

4 (a)	When did the Human Rights Act become law in the United Kingdom?	<i>(1 mark)</i>
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1998

4 (b)	Briefly describe one case of human rights abuse that you have studied.	<i>(2 marks)</i>
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Vague response concerning a case of human rights abuse for 1 mark. A description of a case of human rights abuse naming the abuse and where it took place.

4 (c)	Explain two human rights that you think are very important.	<i>(2 marks)</i>
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Any two appropriate human rights with some reasonable justification. Two named human rights without any explanation – only 1 mark. Or one human right with an appropriate explanation – 1 mark.

Total: 5 marks

Section B

Theme 2 – Being a Citizen in the UK: Democracy and Identity Participation in the democratic process

Marks		Level
5 (a)	What do we mean by 'voter apathy'? <i>(2 marks)</i>	
0-1	A vague idea that it is concerned with people not voting – will not be very well expressed.	1
2	People deciding not to cast their vote in an election – could be local or national (need not be specified.) Some development is expected.	2
5 (b)	Apart from voting, discuss two other ways in which you could participate in our democracy. Give reasons for your choice. <i>(6 marks)</i>	
0-3	A partial explanation of two ways of participation or one way with well developed reasons. Full three marks if one sensible reason is included.	1
4-6	A clear explanation of two different methods of participation with clear reasons for choice included, such as: <ul style="list-style-type: none"> • writing to/emailing/telephoning/meeting a local councillor or MP • joining a local focus or pressure group to advocate a change or to support a campaign to prevent something happening such as a school closure/withdrawal of facilities/new supermarket being built/new road • joining and campaigning for a political party • contacting the media to voice your opinion 	2
5 (c)	Some citizens choose not to vote in elections. Present a case to show what needs to be done to change this. <i>(12 marks)</i>	
	Some students may choose to present theoretical arguments rather than practical solutions. Both routes, or a combination, are acceptable following the descriptors below.	
0	There is no relevant or accurate information. The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0
1-4	A limited explanation or statement or a list of one or two points. There may be an example of how people should be encouraged to vote.	1

The student presents some relevant information in simple form. The text is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.

- 5-8** A partial account clearly explaining two or three solutions to the problem. Students should provide clear examples. **2**

There is likely to be mention of some of the causal factors and solutions listed below in level 3.

The student presents relevant information in a way which assists with communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.

- 9-12** Solutions: **3**

- Change polling day to the weekend instead of the traditional Thursdays
- Change the voting system to a proportional voting system
- Make voting more convenient to people; telephone voting; use of the internet; postal voting. There are problems with some of these which students may mention
- More women candidates
- More candidates from ethnic minorities.

A detailed response which explains many of the causal factors and solutions indicated below:

- No trust in politicians
- Dislike the candidates
- Those elected only represent their own views, not those of the voters
- Election promises are not carried out
- People do not think their vote counts
- Politicians do not listen to the voters
- Politicians do not understand the people
- People have lost confidence in the system
- People do not think the system is fair
- People do not like any of the policies being proposed by any of the candidates.

These are not complete lists and credit should be given for any other correct points and/or solutions suggested.

The response will contain a number of relevant examples throughout. Some of the terms above will be used, demonstrating a clear understanding of some citizenship concepts. The student presents relevant information coherently, employing structure and style to render the meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.

Total: 20 marks

Theme 3 – Fairness and Justice
Media influences on public opinion

Marks		Level
6 (a)	What is an opinion poll? <i>(2 marks)</i>	
0-1	A vague idea of gathering public opinion.	1
2	A survey of adult public opinions about one issue or a range of related issues	2
6 (b)	Using examples, discuss two ways in which the media are regulated. <i>(6 marks)</i>	
0-3	One or two ways in which the media has been regulated in some way without examples, or one very clearly explained example.	1
4-6	A full response which includes two different examples of media regulation which are clearly explained and have appropriate examples. Students are expected to mention the Press Complaints Commission (PCC) and the Code of Practice, if the example relates to the press. After the events of summer 2011, the Commons Select Committee of Culture, Media and Sport could be mentioned. For broadcasting issues, mention should be made of the Office of Communications (Ofcom) and the Royal Charter of the BBC may be mentioned. The Advertising Standards Authority (ASA) exercises control over advertising. Defamation and libel law may be referred to with suitable examples quoted.	2
6 (c)	Present a case to illustrate the power which the mass media have to bring about change. <i>(12 marks)</i>	
0	There is no relevant or accurate information. The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0
1-4	Mention of one or two points describing how the mass media could bring about a change in, eg, attitude, opinion, law. The response will be simplistic but may include an example. The student presents some relevant information in simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	1

- 5-8** Students make three or four points by which the mass media can bring about a change. There could be one example and a thorough explanation of how the media brought about a change due to a particular campaign, eg Sarah's Law. **2**

The student presents relevant information in a way which assists with communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning. Some statistics may be used.

- 9-12** The student demonstrates a good knowledge of a range of ways in which the media can bring about change. The response will include several well-chosen examples, with detailed explanation of the change. Or there could be one change identified and an extremely detailed description of the campaign that brought about the change. **3**

The student presents relevant information coherently, employing structure and style to render the meaning clear. The text produce is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.

Total: 20 marks

Theme 4 – Global Issues and Making a Difference
Global interdependence

Marks		Level
7 (a) What does 'global interdependence' mean? <i>(2 marks)</i>		
0-1	A vague idea, probably not very well expressed, about countries depending on each other.	1
2	Explanation which refers to the complex relationship between the countries of the world and how they depend on each other for food and resources to survive.	2
7 (b) Discuss two ways in which global interdependence impacts on the everyday life of UK citizens. <i>(6 marks)</i>		
0-3	A partial account including one or two points about how UK citizens are affected by global interdependence, using a specific example as listed below.	1
4-6	A good explanation of two ways in which UK citizens are affected by global interdependence. The response may be related to a specific commodity or food, or a natural resource such as oil/gas/petrol; services such as finance. The links between the country of origin and the UK should be clearly explained to show how nations are interdependent.	2
7 (c) Present a case to demonstrate how one specific issue that you have studied is an example of global interdependence. <i>(12 marks)</i>		
	If students do not identify one specific issue, but make points about global interdependence generally, they cannot score higher than Level 1.	
0	There is no relevant or accurate information. The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0
1-4	A limited response, containing one or two points demonstrating a basic understanding of how the chosen specific issue relates to global interdependence. The student presents some relevant information in simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	1

- 5-8** A partial account of three or four appropriate, well-explained points about how the chosen issue shows how global interdependence is working. Some knowledge and understanding will be evident. Answers will include some discussion of the points and the student will express some conclusions and/or personal opinions. The student presents relevant information in a way which assists with communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning. Some statistics may be used. **2**
- 9-12** A full account that demonstrates a thorough knowledge and understanding of that issue and how global interdependence is working. **3**
- Answers will discuss the range of points raised objectively and relate them to their chosen specific issue. Students will draw conclusions and will express personal opinions.
- The student presents relevant information coherently, employing structure and style to render the meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to make meaning clear.

Total: 20 marks

Assessment Objective Grid

Question	Assessment Objective 1	Assessment Objective 3
1 (a)	1	
1 (b)		2
1 (c)		2
2 (a)	1	
2 (b)		2
2 (c)		2
3 (a)	1	
3 (b)		2
3 (c)		2
4 (a)	1	
4 (b)		2
4 (c)		2
5/6/7 (a)	2	
5/6/7 (b)	2	4
5/6/7 (c)	2	10
Total	10 (25%)	30 (75%)