

Version 0.1



**General Certificate of Secondary Education  
June 2013**

**Citizenship Studies (Short Course) 4106**

**Unit 1: 41051**

**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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## SECTION A

NB Where reference to 'the UK' is made in the question, students may focus particularly on their own home region, e.g. England or Wales.

<b>1</b>	<b>(a)</b>	Identify <b>two</b> different forms of mass media.	<i>(1 mark)</i>
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Two correct responses required for one mark. Examples may include the press, radio, television, cinema, advertising, the internet and related forms of e-media. Valid examples allowed.

<b>1</b>	<b>(b)</b>	What is meant by the term 'a target group' in relation to pressure group activity?	<i>(1 mark)</i>
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'Target group' – a term used to describe the individuals, groups, organisations or bodies that a pressure group wish to influence. The response may be linked to an example.

<b>1</b>	<b>(c)</b>	Identify <b>one</b> twentieth-century struggle to secure rights.	<i>(1 mark)</i>
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One named example required. Examples may be local, national or international campaigns. Examples may include votes for women, equal pay, anti-discrimination issues, animal and environmental rights.

<b>1</b>	<b>(d)</b>	Outline the work of a named community group known to you.	<i>(1 mark)</i>
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The response must relate to a named group. The response will briefly outline the nature of the community work being undertaken. Examples may include, community/voluntary groups; pressure group activity, charitable organisations. Statutory bodies not allowable. Identification of group only – no marks.

<b>1</b>	<b>(e)</b>	Identify <b>one</b> devolved body in the United Kingdom.	<i>(1 mark)</i>
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Devolved bodies include the Scottish Parliament, the Northern Ireland Assembly and the Welsh Assembly. The GLA is not a devolved body. One example required.

<b>1</b>	<b>(f)</b>	What is meant by the term 'discrimination'?	<i>(1 mark)</i>
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Discrimination means treating people differently because of the group to which they belong or because of how they are. The

response may be answered using an example. The response may also be rewarded if it relates to the concept of positive discrimination.

**1 (g)** Identify **two** forms of direct action. *(1 mark)*

‘Direct action’ relates to individuals and groups taking actions such as marches, occupation of buildings and lobbying. The response must include two clear, correct examples.

**1 (h)** What is meant by the phrase ‘national minimum wage’? *(1 mark)*

The phrase ‘national minimum wage’ relates to a legally enforceable minimum wage to which all employees are entitled. The response may also state that the rate varies with the age of the employee.

**1 (i)** Why do some pressure groups use publicity stunts? *(1 mark)*

The use of publicity stunts often enables groups to attract public attention due to media coverage. The response may be linked to an example like Fathers for Justice.

**1 (j)** Identify an issue you could take to an Employment Tribunal. *(1 mark)*

An Employment Tribunal deals with issues relating to disputes between employees and their employer. Examples may include unfair dismissal, compensation levels and redundancy payments.

**Total: 10 marks**

<b>2</b>	<b>(a)</b>	Identify <b>three</b> ways by which pressure groups such as Surfers Against Sewage raise their income.	<i>(3 marks)</i>
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**Marks**

**0-3** Award one mark per correct response. The response may include points from the sources, such as membership subscriptions, fundraising events, sponsorship.

<b>2</b>	<b>(b)</b>	Identify <b>three</b> ways by which Surfers Against Sewage tries to achieve its aims.	<i>(3 marks)</i>
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**Marks**

**0-3** Award one mark per correct response. Examples may be quoted from the source: activism (direct action), education, undertaking scientific research. Other examples that might be included are petitions, local protests, working with government bodies, and water and sewerage bodies.

<b>2</b>	<b>(c)</b>	Outline a case you would make to young people, asking them to support Surfers Against Sewage.	<i>(4 marks)</i>
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**Marks**

**0-2** A limited account of one or two points you could make to young people seeking their support for SAS. **Level 1**

**3-4** A full account that indicates a wide range of ideas as to why young people should support the aims of SAS. The points made will incorporate the information contained in the source and will be structured to form a compelling argument. **Level 2**

**Total: 10 marks**

**Total marks for Section A = Maximum of 20 marks**

## SECTION B

<b>3</b>	<b>(a)</b>	Identify <b>two</b> reasons why the 2010 migration figures for the UK differ from past years.	<i>(2 marks)</i>
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**Marks**

**0–2** One mark per correct response, which might include the economic crisis, fewer UK citizens moving abroad, increasing numbers of foreign students and EU workers arriving.

<b>3</b>	<b>(b)</b>	Outline <b>three</b> benefits to the UK of migrants coming to live here.	<i>(6 marks)</i>
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**Marks**

**0–3** An outline account identifying one, two or three benefits relating to immigration. The response may be unbalanced and not supported with clear evidence and lack development. 1 mark per identification, and 1 mark per development. **Level 1**

**4–6** A clear account that outlines two or three benefits of migration to the UK. Each point will be developed with logical evidence. The points made may include highly skilled labour required for industry, cultural impact, encourage others to see the UK as a global village, establish new businesses, taxes paid to Government. **Level 2**

<b>3</b>	<b>(c)</b>	<p>‘E-petitions which gain 100 000 signatures should be debated in the House of Commons.’</p> <p>Make a case <b>for and against</b> this point of view.</p>	<i>(12 marks)</i>
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**Marks**

**0** There is no relevant/accurate information. The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding. **Level 0**

**1–4** A partial account that makes one or two points that relate to the question. The points made do not show understanding of the nature of e-petitions. **Level 1**

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

**5–8** A response that makes a limited number of points, but the account may be unbalanced. The response may only draw on material from the source. Some attempt to draw the points together into a conclusion. **Level 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.

- 9–12** A clear case is made both for and against e-petitions being debated in the House of Commons. As well as drawing on material from the source, the response may include additional contemporary information, including discussion of current e-petition-led debates. The case *for* will revolve around the concept of direct democracy and citizen empowerment, whilst the points *against* may state that MPs are our representatives and that this idea could allow pressure groups and the media to hijack public debate. The idea of an automatic debate must be addressed to gain full marks. **Level 3**

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

**Total: 20 marks**

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|----------|------------|--|------------------|
| <b>4</b> | <b>(a)</b> | Identify <b>two</b> human rights of UK citizens. | <i>(2 marks)</i> |
|----------|------------|--|------------------|

**Marks**

- 0–2** An account that identifies two human rights of UK citizens. Each correct response gains a mark. Examples may include HRA family life, as included in the source: others may include the right to free speech, the right to vote, right to a fair trial, etc.

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|----------|------------|--|------------------|
| <b>4</b> | <b>(b)</b> | Outline <b>three</b> key points you would make <b>either</b> supporting <b>or</b> opposing the judges' decision. | <i>(6 marks)</i> |
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**Marks**

- 0–3** Brief outline of at least one or two points supporting or opposing the view of the judges. The account may be unbalanced, and/or heavily reliant on the source. **Level 1**

- 4–6** Clear account of three key points either supporting or opposing to the judgement. Each point will be developed to gain full marks and will make reference to the sources. Students at this level should clearly explain the reasoning **Level 2**

behind the points they are making. All valid suggestions should be rewarded.

Points *for* may include this is how the law is written, he has paid his debt to society, it would lead to possible family breakup.

Points *against* may include the nature of the crimes he has committed sets a poor example to others, it is Government policy to send criminals home to their own countries.

<b>4</b>	<b>(c)</b>	The Government is considering introducing a UK Bill of Rights to replace the existing Human Rights Act 1998. If you had to help draft such a Bill, what would be the key points that you would include? Give reasons for your choices.	<i>(12 marks)</i>
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**Marks**

<b>0</b>	There is no relevant/accurate information. The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	<b>Level 0</b>
<b>1–4</b>	A limited account containing few suggestions for inclusion in a Bill of Rights. The points made are not always well developed into a coherent argument. The response may be heavily linked to the sources. Limited or no attempt to provide illustrative examples and the structure of the response does not follow a clear direction.  The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	<b>Level 1</b>
<b>5–8</b>	An account that contains several suggestions for inclusion in a UK Bill of Rights. The suggestions made may relate to the sources or come from wider citizenship knowledge. There is some attempt to make evaluative judgements based upon the suggestions being presented.  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.	<b>Level 2</b>
<b>9–12</b>	A full account containing a range of possible suggestions for inclusion in a UK Bill of Rights: many existing rights may be outlined and a rationale given for their inclusion. The response may include new suggestions, which will be supported with justifications. The points made will follow a clear and logical argument, and a clear case will be made. All valid suggestions should be rewarded. The response will contain clear evaluative comments and may take account of differing viewpoints in regard to this issue. The response does not have to contain new proposals to gain full marks. The student presents relevant information coherently, employing structure and style to render meaning clear. The	<b>Level 3</b>



text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.

**Total: 20 marks**

<b>5</b>	<b>(a)</b>	Identify <b>two</b> member countries of the Commonwealth which are <b>not</b> mentioned in the sources.	<i>(2 marks)</i>
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**Marks**

**0–2**

One mark per correct response.

Antigua and Barbuda Australia The Bahamas  
 Bangladesh Barbados Belize Botswana Brunei  
 Darussalam Cameroon Canada Cyprus Dominica  
 Fiji The Gambia Ghana Grenada Guyana India  
 Jamaica Kenya Kiribati Lesotho Malawi Malaysia  
 Maldives Malta Mauritius Namibia Nauru New  
 Zealand Nigeria Pakistan Papua New Guinea  
 Rwanda St Kitts and Nevis St Lucia St Vincent and  
 the Grenadines Samoa Seychelles Sierra Leone  
 Singapore Solomon Islands South Africa Sri Lanka  
 Swaziland Tonga Trinidad and Tobago Tuvalu  
 Uganda United Republic of Tanzania Vanuatu Zambia

No mark to be awarded if the following are mentioned:  
 UK/Britain, Mozambique (given in the source).

<b>5</b>	<b>(b)</b>	How does the Commonwealth help and support member countries?	<i>(6 marks)</i>
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**Marks**

**0–3**

Some attempt to identify a few ways in which the Commonwealth assists member states. Some attempt to link the points into a structured response.

**Level 1**

**4–6**

A clear account regarding the ways in which the Commonwealth helps and supports member states. It provides financial aid to help states develop, and advice and services to support their development. The Commonwealth also provides assistance with educational programmes and a forum for discussion of international issues and disputes between member states.

**Level 2**

<b>5</b>	<b>(c)</b>	The Commonwealth represents 30% of the world's population. Why is it not more influential on the world stage?	<i>(12 marks)</i>
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**Marks**

<b>0</b>	There is no relevant/accurate information. The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	<b>Level 0</b>
<b>1–4</b>	Limited attempt to make a case regarding the influence of the Commonwealth. The account may be very limited in the range of evidence presented. There is little or no evaluative comment and the response does not follow a clear pathway. The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	<b>Level 1</b>
<b>5–8</b>	An account that makes an argument for why the Commonwealth has limited influence. The account will mention that the Commonwealth is a voluntary association and that it only deals with internal issues relating to its members. There is some attempt to make evaluative comments that are logical in regard to the issue. 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.	<b>Level 2</b>
<b>9–12</b>	A clear and logical account that discusses the influence of the Commonwealth. The account may include examples of case studies of how the Commonwealth has acted collectively, e.g. in regard to South Africa and Zimbabwe, and at times has led international opinion. The response will indicate that the role of the Commonwealth and its aims, as outlined in its various charters, relate to issues of concern to member states.  The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.	<b>Level 3</b>

**Total: 20 marks**

### Assessment Objective Grid

Question	Assessment Objective 1	Assessment Objective 3
1 (a)	1	
1 (b)	1	
1 (c)	1	
1 (d)	1	
1 (e)	1	
1 (f)	1	
1 (g)	1	
1 (h)	1	
1 (i)	1	
1 (j)	1	
2(a)(b)(c)		10
3/4/5(a) (b) (c)		20
<b>Total</b>	<b>10 (25%)</b>	<b>30 (75%)</b>