



**General Certificate of Secondary Education
June 2013**

Citizenship Studies (Full Course) 4107

Unit 3: 41053

Final

Mark Scheme

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Section A

1 Community Action and Active Citizenship – Trade Unions

1 (a)	What is the TUC?	(1 mark)
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Accept either Trade Union Congress or Trade Union Council
or allow general explanation of overall representation of unions.

1 (b)	Identify one group of workers and name one trade union they might join.	(2 marks)
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The name or initials of a trade union for 1 mark.
The workers or industry it represents for 1 mark.

e.g:

- Train drivers, engineers, firemen – ASLEF
- Teachers – ATL/NUT/NASUWT
- People who work in the theatre, film, tv and radio – Equity
- Public service workers, local government workers, school support staff, care workers, some NHS workers – GMB
- Musicians – MU (Musicians Union)
- People who work in newspapers, magazines, tv and radio reporters – NUJ (National Union of Journalists)
- Health workers, workers in manufacturing, engineering, energy, construction, IT, defence, aerospace, motor, civil aviation – Unite
- Health service and local government workers - Unison

1 (c)	Identify two reasons why people decide to join a trade union.	(2 marks)
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Any two of the following:-

The union:

- negotiates terms and conditions of employment and pay deals
- provides legal help to individuals in dispute with employers
- provides strength in numbers
- can provide individual help and support
- can organise official industrial action in disputes
- may provide training courses for members

or any other valid reason.

Total: 5 marks

2 Being a citizen in the UK – Taxation and public services

2	(a)	Name one example of direct taxation.	<i>(1 mark)</i>
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Income tax or National Insurance Contribution or an explanation showing an understanding of automatic deduction of money/tax from pay.

2	(b)	Explain the term ‘disposable income’.	<i>(2 marks)</i>
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A vague idea of the amount of money available to spend. 1 mark

A clear explanation such as ‘The amount of money remaining and available to spend after all direct taxes and fixed costs have been deducted from earnings’. 2 marks

2	(c)	Describe one public service.	<i>(2 marks)</i>
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Identification and explanation of a service
 Name of a public service 1 mark
 Appropriate description 1 mark
 Services may include an explanation of any one of the following:
 education, health services/health care, public information, police,
 transport, housing, social services, defence of the nation, etc.

Total: 5 marks

3 Fairness and Justice – The mass media

3	(a)	Define the term ‘mass media’.	<i>(1 mark)</i>
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A clear explanation such as ‘The mass media incorporates all the different methods of communicating information to the general public’.
 Must mention communication/spread of ideas

3	(b)	Using an example, explain one way in which politicians use the media.	<i>(2 marks)</i>
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Appropriate example of a campaign 1 mark
 How the media was used.
 e.g, an interview, newspaper article, election broadcast/leaflet.
 A sound explanation 1 mark

3 (c) Name a recent national campaign and show how it used a form of mass media. <i>(2 marks)</i>
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1 mark for any national campaign. Do not accept local campaigns.
1 mark for how the media was used.

Examples may be:

- student protests about tuition fees
- Save our Pensions campaign – demonstrations and marches, gaining television and press coverage
- Save the forests – protests in towns, cities and forests, and on-line petitions; attracted television and press coverage
- Jamie Oliver – school dinners; television programmes, petition delivered personally to PM at 10 Downing Street.

Total: 5 marks

4 Global Issues and Making a Difference – The United Nations

4	(a)	Identify one global problem that the United Nations is trying to resolve.	<i>(1 mark)</i>
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Unrest in Syria
 Nuclear power in North Korea
 Poverty
 Human rights issues and international humanitarian law
 Child labour
 Variety of aid programmes
 Any other correctly identified global problem
 Climate change
 Conflict

4	(b)	Name two member countries of the United Nations.	<i>(2 marks)</i>
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Any 2 of the following:

Do not accept England – must be UK or GB. America must be USA or US

Afghanistan Albania Algeria Andorra Angola
 Antigua and Barbuda Argentina Armenia Australia Austria
 Azerbaijan Bahamas Bahrain Bangladesh Belarus Belgium
 Belize Benin Bhutan Bolivia Bosnia and Herzegovina Botswana
 Brazil Bulgaria Burkina Faso Burundi Cambodia Cameroon
 Canada Cape Verde Central African Republic Republic of Chad
 Chile China Colombia Comoros Congo Costa Rica Cote
 D'Ivoire Croatia Cuba Cyprus Czech Republic Democratic
 People's Republic of Korea Democratic Republic of the Congo
 Denmark Djibouti Dominica Dominican Republic Ecuador Egypt
 El Salvador Equatorial Guinea Estonia Ethiopia Fiji Finland
 France Gabon Gambia Georgia Germany Ghana Greece
 Grenada Guatemala Guinea Guinea-Bissau Haiti Honduras
 Hungary Iceland India Indonesia Iran Iraq Ireland Israel
 Italy Jamaica Japan Jordan Kazakhstan Kenya Kiribati
 Kuwait Kyrgyzstan Lao People's Democratic Republic Latvia
 Lebanon Lesotho Liberia Libya Liechtenstein Lithuania
 Luxemburg Madagascar Malawi Malaysia Maldives Mali
 Marshall Islands Mauritania Mauritius Mexico Micronesia
 Monaco Mongolia Montenegro Morocco Mozambique Myanmar
 Namibia Nauru Nepal Netherlands New Zealand Nicaragua
 Niger Nigeria Norway Oman Pakistan Palau Panama
 Papua New Guinea Paraguay Peru Philippines Poland
 Portugal Qatar Republic of Korea Republic of Moldova Rwanda
 St Kitts and Nevis Saint Vincent and the Grenadines Samoa San
 Marino Sao Tome and Principe Saudi Arabia Senegal Serbia
 Seychelles Sierra Leone Singapore Slovakia Slovenia
 Solomon Islands Somalia Spain Sri Lanka Sudan Suriname
 Swaziland Sweden Switzerland Syrian Arab Republic Tajikistan
 Thailand
 The former Yugoslav Republic of Macedonia Timor-Leste Togo
 Tonga Trinidad and Tobago Tunisia Uganda Ukraine
 United Arab Emirates
 United Kingdom of Great Britain and Northern Ireland
 United Republic of Tanzania United States of America Uzbekistan
 Vanuatu Venezuela Vietnam Yemen Zambia Zimbabwe.

4	(c)	Identify one universal human right and say why you think it is important.	<i>(2 marks)</i>
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1 mark for naming any one of the 30 rights in the universal declaration (listed below).

1 mark for an appropriate reason.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No-one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No-one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No-one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No-one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No-one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

(1) Everyone has the right to a nationality.

(2) No-one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

(1) Everyone has the right to own property alone as well as in association with others.

(2) No-one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No-one may be compelled to belong to an association.

Article 21

(1) Everyone has the right to take part in the government of his country, directly or through freely-chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realisation, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing, medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realised.

Article 29

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Total: 5 marks

Section B

5 Theme 2 – Being a citizen in the UK: Democracy and Identity British Identity

Marks		Level
5 (a)	Name the four countries that make up the United Kingdom (UK) <i>(2 marks)</i>	
0-1	One, two or three named countries.	1
2	England, Wales, Scotland, Northern Ireland. Note: must be Northern Ireland not just Ireland	2
5 (b)	Using examples, discuss how schools can help to celebrate diversity. <i>(6 marks)</i>	
0-3	1 or 2 brief examples or one well-developed clearly-explained example.	1
4-6	The response should demonstrate an understanding of diversity in the examples discussed – two well-developed and clearly explained examples, or three or four partially-explained examples.	2
	Examples may include: <ul style="list-style-type: none"> • raising awareness of or increasing knowledge of different cultures through the use of notice boards/display areas/assemblies/guest speakers/in the curriculum. • The participation and involvement in the organisation of special events/days/evenings to highlight special cultural and/or religious festivals/customs/foods music/dress, etc. • Diversity in relation to disability/social class/gender, etc. • Any other appropriate example. 	
5 (c)	Write an article on ‘What it means to be British in 2013’. <i>(12 marks)</i>	
0	No work worthy of a mark	0
1-4	A limited or partial account of what it means to be British, or one or two points, or one well-developed point about types of identity. An example or two may be included. A personal opinion may be given.	1
5-8	Three or four well-explained points, including examples, will demonstrate a clear understanding of what it means to be British. Some personal opinions should be included.	2

- 9-12** A clearly-presented article on what it means to be British: opinions may be expressed and justified; good illustrations should be included and there should be a clear conclusion. **3**

The following factors may be mentioned:

- national and personal identity
- social, political, economic and cultural factors
- some reference to shared values, such as our belief in free and fair elections in our parliamentary democracy, the rule of law, free speech, a free press, fairness, justice, tolerance, the monarchy, patriotism, island race/insularity, etc.

Total: 20 marks

Theme 3 – Fairness and Justice – Rights and responsibilities

Marks		Level
6 (a)	Identify two legal rights that a British citizen has from the age of 16. <i>(2 marks)</i>	
0-1	Any one from the following list:	1
2	Any two from the following list: You can leave school. You are allowed to have a full-time job. You can choose your own doctor, decide on treatment and are able to sign medical forms yourself. You are allowed to have a licence to drive a moped. You can smoke tobacco, but you cannot buy it until you are 18. You can buy a lottery ticket. You can claim some social security benefits. You can marry with your parents' consent. You can have sex. You can join the armed forces with your parents' consent. You are allowed to drink cider, beer or wine with a meal in a restaurant. You can leave home with your parents' consent. You can leave home without your parents' consent to get out of an abusive situation. Receive a National Insurance Number Note: <u>NOT</u> allowed to vote at 16	2
6 (b)	Discuss the balance between rights and responsibilities in relation to freedom of speech. <i>(6 marks)</i>	
0-3	Responses must relate to freedom of speech. One or two points briefly explained about rights and responsibilities in relation to freedom of speech: an example may be included.	1
4-6	A detailed response, using appropriate examples, of the balance between rights and responsibilities in relation to freedom of speech. Mention may be made of: <ul style="list-style-type: none"> • how the personal rights of one person to say what they like may conflict with the rights of another person • not causing any offence • not being abusive • expressing an opinion, being able to discuss views of others and acknowledging others have a right to a different opinion • freedom to express political views and enter debate without infringing other people's rights. 	2

6 (c)	Write an article discussing the statement, 'People are more concerned about their rights than their responsibilities'. <i>(12 marks)</i>
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0	No work worthy of a mark.	0
1-4	A limited or partial account or a list of one or two points, or one well-developed point about specific rights and responsibilities: an appropriate example may be included.	1
5-8	Three or four well-explained points, including examples, will demonstrate a clear understanding of rights and responsibilities in a variety of contexts.	2
9-12	A clearly-presented article on the statement, including good illustrations with a clear conclusion: some personal opinions may be expressed. There should be a clear discussion of the balance between rights and responsibilities and which people are more concerned about.	3

Points raised may include the rights and responsibilities involved in being:

- a student
- a teacher
- a parent
- a consumer
- an employer
- an employee
- an elector, etc.

Total: 20 marks

**7 Theme 4 – Global Issues and Making a Difference
Make Poverty History**

Marks		Level
7 (a)	Identify two meetings of world leaders that were targeted by the Make Poverty History campaign. <i>(2 marks)</i>	
0-1	One of the three meetings	1
2	Two of the three meetings	2
	G8 summit, Gleneagles, Scotland UN summit, New York (must be UN Summit not just UN) World Trade Organisation, ministerial meeting, Hong Kong	
7 (b)	Explain two aims of the campaign. <i>(6 marks)</i>	
0-3	One or two points briefly explained about the general aim to alleviate poverty and hunger.	1
4-6	At least two well-developed points about the aims of the campaign using some of the following points:	2
	<ul style="list-style-type: none"> • Mention may be made of MPH being committed to the Millennium Development Goals • Drop the debt • Reduction of the gap between the rich and poor nations • Raise awareness of the extreme poverty in some countries where most of the population live on less than \$1 a day • Attract support for the campaign by the use of celebrities performing in the Live 8 concerts. • Marching in Edinburgh to attract attention and influence the meeting at Gleneagles. <p>There may be some comments in support of or against the Live 8 concerts, etc.</p>	
7 (c)	Write an article on how successful the campaign was. <i>(12 marks)</i>	
0	No work worthy of a mark.	0
1-4	A limited or partial account or a list of one or two points about how successful the campaign was, or one well-developed point. Some brief facts may be included from the 9-12 mark list below.	1

5-8 Three or four well-explained points, including examples, will demonstrate a clear understanding of how successful the campaign was. Some factual information is expected at this level: some information from the 9-12 mark list at the end should be included. **2**

9-12 A clearly-presented article on the statement, including good illustrations, with a clear conclusion; personal opinions may be expressed. There should be a clear discussion of how some of the specific aims were fulfilled, as well as an overall opinion. **3**

Some of the following points may be included:

G8 increased aid to \$50 billion, with half going to Africa, and debt relief for the 18 poorest countries. Problem – no time scale was set; the achievement was G8's recognition of the fight against poverty. Some say this was a turning point.

UN summit – a report beforehand had said that the Millennium Development goals could be met by 2015 but it would need much faster progress. MPH was very disappointed that little extra commitment came from this meeting.

In Hong Kong, there was no agreement on trade that was needed to reduce poverty.

The Live 8 concerts - just memorable entertainment, or did they actually raise much awareness? How many people joined the MPH campaign as a result of the concerts? Some discussion of how successful the MPH campaign was in solving world poverty.

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%)