

# GCSE CITIZENSHIP STUDIES

41051 / Unit 1  
Mark scheme

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Version 1.0 Final

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Section A

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

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

A term used to describe the gathering of support for a cause by means of names. Traditionally, citizens sign a form (a petition), which is worded with the nature of the demands.

Also award a mark if the response relates to e-petitions or the Government e-petition website.

**1 (b)** Identify an occupational group that could belong to a public sector trade union. *(1 mark)*

Only one group is required for the award of one mark, eg teachers, nurses, civil servants, local government workers, NHS employees.

**1 (c)** Which one of the following is the **least** powerful? Tick **one** box.

Welsh Assembly  
Parish Council  
County Council  
District Council.

*(1 mark)*

Parish Council.

**1 (d)** What is a strike? *(1 mark)*

A strike is when employees withdraw their labour as a part of an industrial dispute with their employers, ie they do not work.

**1 (e)** What is meant by the term 'propaganda'? *(1 mark)*

Information which aims to promote a particular point of view and which is often one sided or misleading.

- 1 (f)** You are involved in campaigning to stop the proposed closure of your local public library.
- Identify **one** group which you need to influence in order to get the proposal rejected. *(1 mark)*

Local councillors, the Government/local government are acceptable groups. The media and the general public are also acceptable groups. Answers such as Mayor/Chairman of the Council, Member of Parliament are not groups, therefore no mark should be awarded.

- 1 (g)** What is meant by the term 'gender discrimination'? *(1 mark)*

To treat someone unfairly on the basis of his or her gender (being male or female). The answer may be explained through the use of an example or case study but more than just quoting an example is required to gain the mark.

- 1 (h)** Identify **one** advantage to a pressure group of using publicity stunts *(1 mark)*

Publicity stunts are often used to gain media interest and thereby promote the cause of the group. They also enable the campaigners to be involved in actions that promote the cause. The response may be in the form of a case study or example such as Fathers4Justice, but to gain the mark, the example must be developed.

- 1 (i)** Identify **one** way in which campaigners use the internet to gather support for their cause. *(1 mark)*

To update supporters, put their views forward, gather support, raise income, gain media attention, and advertise events and activities.

- 1 (j)** What is meant by the term 'volunteering'? *(1 mark)*

When individual citizens undertake work or tasks for others in an unpaid capacity. This usually refers to individuals undertaking unpaid work for charitable or community groups. A named example without any elaboration is not sufficient for one mark.

**Total: 10 marks**

<b>2</b>	<b>(a)</b>	Briefly outline <b>three</b> methods used by campaign groups to promote a cause.	<i>(3 marks)</i>
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**Marks**

**0-3**

Award one mark per response for any of the following: lobbying, use of the media and e-media, protests, boycotts, petitions, use of celebrities, stunts and publicity events, marches, legal challenges and direct action protests. Strikes allowed as Equal Pay is identified in the source.

<b>2</b>	<b>(b)</b>	Which <b>three</b> campaigns in <b>Source A</b> led to governments passing new laws?	<i>(3 marks)</i>
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**Marks**

**0-3**

Award one mark per response for any of the following:

- votes for women: Acts passed 1918 and 1928
- equal pay for women: Equal Pay Act 1970
- disability: the Equality Acts 2006 and 2010.

It is not a requirement that dates are mentioned to achieve a mark.

1 mark per correct identification of campaign/issue.

<b>2</b>	<b>(c)</b>	Referring to a struggle for freedom or rights in the UK that you have studied, briefly explain why the campaign was <b>or</b> was not successful in achieving its aims.	<i>(4 marks)</i>
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**Marks**

**0-2**

A limited account that identifies in general terms a valid campaign and attempts to outline one or two points as to why the campaign was or was not successful.

**Level 1**

**3-4**

A full account that clearly identifies a valid campaign and makes several points as to why the campaign was or was not successful. The points made clearly relate to the stated aims of the campaign.

**Level 2**

The specification refers to a 19<sup>th</sup> or 20<sup>th</sup> century case study but more current examples should also be rewarded. The campaign should relate to the UK.

**Total: 10 marks**

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

## Section B

<b>3</b>	<b>(a)</b>	Name the <b>two</b> political parties that decided to form a coalition Government after the 2010 General Election.	<i>(2 marks)</i>
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### Marks

- 0–2** Award one mark each for the Conservative Party (Tories) and the Liberal Democrats (Liberals). Award one mark if the response only uses the abbreviations from the source.

<b>3</b>	<b>(b)</b>	Briefly explain how the work, powers and composition of the House of Commons differ from those of the House of Lords.	<i>(6 marks)</i>
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### Marks

- 0–3** Some attempt to identify a few ways in which the House of Commons differs from the House of Lords. Limited attempt to develop points through explanation. The answer does not discuss all three elements of the question. **Level 1**

- 4–6** An account that indicates a clear understanding of the differences between the House of Commons and the House of Lords. Each of the three areas (the work, the powers and composition) will be discussed. In regard to work, the House of Commons discusses and debates proposed legislation, as does the House of Lords. Most legislation is initiated in the Commons. The Commons holds the Government to account to a greater extent; the Commons is more powerful as it is the elected chamber from which a Government is formed. A vote in the House of Commons defeating a Government can lead to a General Election. The House of Lords is non-elected and members remain members for their entire life. **Level 2**

<b>3</b>	<b>(c)</b>	How does Parliament hold the Prime Minister and the Government to account for their actions?	<i>(12 marks)</i>
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**Marks**

<b>0</b>	There is no relevant/accurate information or comment. The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	<b>Level 0</b>
<b>1–4</b>	Limited attempt to outline a few points regarding the Prime Minister and Parliament and holding the Government to account. There is little evidence of evaluative skills or conceptual understanding.  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>	The account contains several valid points. There is some attempt to make evaluative comments that indicate some understanding of the key issues and some conceptual underpinning. The response covers both aspects of the question (the Prime Minister and the Government) but the account may be unbalanced.  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 account that presents a range of evidence regarding how the Prime Minister is held to account by Parliament. The account will include reference to some of the following elements: Prime Minister's Question Time, where each week the PM faces the House of Commons and answers questions, some of them unseen; the PM is also accountable to his/her own party's Members of Parliament; he/she is also held to account at meetings with select committee Chairs; the Government as a whole is held to account by both the House of Commons and the House of Lords through questioning, debates and votes. Answers may mention the select and departmental committees of both Houses. There will be strong evidence of evaluative comments that indicate a good understanding of the concepts and principles underlying accountability in the British political system.  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**

<b>4</b>	<b>(a)</b>	What is meant by the term a 'free press'?	<i>(2 marks)</i>
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**Marks**

**0–2** Award marks for a clear definition of the concept of a 'free press'. The account may use examples to illustrate understanding. A 'free press' is a conceptual term, not to be confused with 'free newspapers'. It relates to the way the media operate in a free and democratic society. The press should be free of political and judicial interference and be able with a limited legal framework to print stories they wish.

Award 1 mark for a partial response that relates to either element of the term correctly.

<b>4</b>	<b>(b)</b>	Many newspapers are suffering from declining sales and income from advertisers. Why is this happening?	<i>(6 marks)</i>
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**Marks**

**0–3** Some attempt to identify a few reasons why newspaper sales are in decline. Limited attempt to frame the response into a coherent argument. **Level 1**

**4–6** An account that indicates a clear understanding of the reasons why newspaper sales are in decline. The case presented will be coherent and cover a range of points. Answers may raise issues about the way people now access news and comment via e-media, of which newspapers themselves provide a platform; the growth of interactive news coverage, which can be accessed via mobile devices or the television; the inability of printed news to be current as against other formats; the cost of newspapers against other free platforms. Answers may mention the growth of free newspapers to counter this effect. Advertisers are now aware that platforms other than newspapers provide a better return for their investment. The response will clearly assess the points being made and come to a conclusion. **Level 2**



<b>4</b>	<b>(c)</b>	<p>In recent years, there has been a debate about the power and influence of the media and how responsible its actions have been.</p> <p>Make a case for <b>or</b> against greater state control over the actions of the media.</p>	<i>(12 marks)</i>
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**Marks**

<b>0</b>	<p>There is no relevant/accurate information. The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.</p>	<b>Level 0</b>
<b>1–4</b>	<p>Limited attempt to make a case for or against greater state control of the media. A limited amount of evidence is presented. There is little or no evaluation.</p> <p>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.</p>	<b>Level 1</b>
<b>5–8</b>	<p>An account that makes a case for or against additional state control of the media. It will include several examples of issues relating to the media. There will be some attempt to make evaluative comments and a coherent argument. The points made may be unbalanced, covering only a limited range of differing media formats.</p> <p>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.</p>	<b>Level 2</b>
<b>9–12</b>	<p>A clear account that makes a well-argued case for or against greater state control of the media. There will be clear evidence of the underlying concepts involved. A number of case studies across a range of media formats may be included. The points made will develop into a coherent argument for the point of view being supported. The response may rely heavily on the material surrounding the Leveson Inquiry. The case <b>for</b> greater control may revolve around the concept of accountability whilst the case <b>against</b> may revolve around the concept of a 'free press'.</p> <p>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.</p>	<b>Level 3</b>

**Total: 20 marks**

<b>5</b>	<b>(a)</b>	Identify <b>two</b> institutions that are a part of the structure of the European Union.	<i>(2 marks)</i>
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**Marks**

**0–2** Award one mark for each of two correct responses, which may include the European Parliament, the Commission, the Council, the Presidency, the Court of Auditors, the ECB and the European Court.

<b>5</b>	<b>(b)</b>	Briefly outline <b>three</b> ways in which the European Union spends its budget.	<i>(6 marks)</i>
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**Marks**

**0–3** Some attempt to identify a few examples of the way in which the European Union spends its income. The response may be largely source-related. Higher marks will be awarded to responses that indicate some wider knowledge of EU spending, but a limited attempt to make developed points. **Level 1**

**4–6** An account that indicates a clear understanding of how the EU spends its income. For full marks, answers must outline three clear differing examples. To receive marks within this band, answers must have at least two developed points. The response may relate to specific case studies of EU spending known to the student. Examples of the EU spending may include agricultural support, regional aid to the poorer regions of the EU, social funds, law enforcement activity, infrastructure projects, research projects and pan-European projects. **Level 2**

<b>5</b>	<b>(c)</b>	Make a case for <b>or</b> against the United Kingdom remaining a member of the European Union.	<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>	There is a limited attempt to make a case for or against the UK remaining a member of the EU. There is little or no evaluation.  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 a case for or against the UK remaining a member of the EU. The student presents a range of evidence to support the case being made. There is some attempt to evaluate the evidence 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 clear account that makes a well-argued case either for or against the UK remaining a member of the EU. The case will cover a wide range of issues relating to many aspects of the UK's EU membership. Points may relate to the impact of the EU on political and national sovereignty, and the extent to which the single market and EU regulation is either a help or hindrance to the UK. Answers may mention the role of the euro and issues like increased federalism. They may discuss issues like the public perception of the EU. The case may use the current political debate within the UK as a backcloth to the comments being made. There may also be strong evidence of historical knowledge regarding the EU. The answer will contain evaluative comments that cover many aspects of the case being made. The account will come to a clear conclusion based on the evidence presented.  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**