



General Certificate of Secondary Education

Unit 3 Written Paper: CODE/W Citizenship Studies (Full GCSE)

Specimen 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 standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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Dr Michael Cresswell Director General

SECTION A

Candidates must answer **all** questions in this section.

- 1** (a) A panel of 12 citizens (chosen at random). *(1 mark)*
- (b) The changes ensure that a wider range of people sit on juries in future, including those with an understanding of the law. Fewer groups of people can now exempt themselves from jury service. Award one mark for a basic understanding of the implications of these changes. *(2 marks)*
- (c) Reference may be made to the make up of a jury which allows for ordinary citizens to be involved in the legal process by deciding the guilt or innocence of those accused of crimes. Award one mark for a partial account. *(2 marks)*
- 2** (a) The highest turnout relates at both elections to the age group 65+. *(1 mark)*
- (b) That younger voters are the least likely to vote. This trend is seen in both the 2001 and 2005 General Elections. Award one mark for a partial response. *(2 marks)*
- (c) The common pattern in both elections is that as you get older you are more likely to vote in a general election. Award one mark for a partial response. Award one mark for a partial response indicating the common pattern in turnout at both elections. For full marks the response will indicate some reasons, eg young not interested, 25-34 too busy/family, elderly tradition. *(2 marks)*
- 3** (a) Trade Justice (working with the World Bank, the IMF and the WTO). *(1 mark)*
- (b) They have to pay interest on their debts which keeps them poor/they cannot afford to pay the debts. Award one mark for a partial response. *(2 marks)*
- (c) The response will indicate that the ordinary citizen can campaign by supporting the group, giving money or more actively campaigning, eg writing letters, protesting, boycotts, marching. One mark for identifying a campaigning method and a further mark for elaboration. *(2 marks)*
- 4** (a) In order to promote the reasons for the campaign or to encourage people to become involved. *(1 marks)*
- (b) One mark for each correct response, eg organising events (protests, marches, stunts), writing press releases, writing letters to the press. *(2 marks)*
- (c) Some people may be put off by the thought of taking part in direct action (eg protests and marches) which might involve civil disturbance or conflict with others or the police. One mark for identification and a further mark for a reason why the method may be of concern. *(2 marks)*

Total marks for Section A = Maximum of 20 marks

SECTION B

Candidates must answer **one** question from this section.

Marks

- 5 (a)**
- | | | |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| 0–1 | An incomplete or partial account that outlines one point about punishing criminals. | Level 1 |
| 2 | A full account including two ways in which the system attempts to punish criminals: eg cautions, court appearances, non-custodial and custodial sentences. Marks can be awarded when ranges of sentences are outlined. | Level 2
<i>(2 marks)</i> |
- (b) Marks**
- | | | |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| 0–3 | A partial account relating to only one of the points in the source. The point(s) may relate to drug users or mental health problems but not directly relate to the issue of whether they should be imprisoned. | Level 1 |
| 4–6 | An account that mentions both groups and makes a clear case regarding the case against imprisonment. Some attempt to put forward ideas about how drug addicts and mentally ill prisoners could be treated, eg prisons are not suitable/the help given in prison is not sufficient; community-based sentences would enable the offenders to get professional treatment from doctor/counsellors/rehabilitation centres, etc. | Level 2
<i>(6 marks)</i> |

(c) Marks

0	There is no relevant/accurate information. The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.	Level 0
1–4	A limited list or statement of one or two examples of changes that could be made to the legal and/or prison systems. Little elaboration or explanation given. The candidate 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.	Level 1
5–8	A partial account that may focus on only one or two points in regard to one aspect of the question or include numerous examples of possible changes with little amplification or rationale. Limited elaboration or explanation is offered. Both aspects of the question need to be covered to achieve marks at the top end of the band. Some attempt to consider differing viewpoints. The candidate 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.	Level 2
9–12	An account that covers a wide range of valid points to both aspects of the question. The response may include some real life examples. The response will contain some evaluate comments in regards to both aspects of the question – legal and prison systems. The response could cover a very wide range of options. All valid suggestions supported by evidence and reasons should be rewarded. Issues like capital punishment may be discussed alongside the benefits/drawbacks of community service; issues relating to court sentencing for various offences may also be discussed. The response will consider and evaluate a range of differing viewpoints. The candidate 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.	Level 3

*(12 marks)***Total: 20 marks**

- 6 (a)**
- | | | |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 0–1 | An incomplete or partial account that outlines one or two of the points of how the Press influences public opinion. | Level 1 |
| 2 | A full account that clearly explains one way in which the Press influences public opinion, eg agenda setting, supporting a political standpoint, via placement of stories, headlines, use of images, repeating the story, use of celebrity. | Level 2 |
- (2 marks)*
- (b) Marks**
- | | | |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 0–3 | A partial account of one/two ways the Press write about people’s lives, heavily reliant upon the source. Several recent examples may be quoted. | Level 1 |
| 4–6 | A complete account that develops points in regard to a case against press intrusion. Privacy of the individual will be mentioned as may the context of the HRA 2000. Several examples will be quoted to support the case being made. A clear conclusion will be reached based upon the evidence presented. | Level 2 |
- (6 marks)*

(c) Marks

0	<p>There is no relevant or accurate information.</p> <p>The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.</p>	Level 0
1–4	<p>A limited list or statement of one or two examples of the influence of the media. Little elaboration or explanation given. Several examples of the media included in the response. There is little or no attempt to consider different viewpoints.</p> <p>The candidate 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>	Level 1
5–8	<p>A partial account of some of the ways in which the media influences our lives. Some examples may be quoted. Issues like political attitudes to politicians or events may be mentioned as well as areas like fashion, celebrity and sport. Limited attempt to draw conclusions based upon the evidence presented. The response will use several examples of forms of the media. Some attempt to consider differing viewpoints, although the response may be mostly one-sided.</p> <p>The candidate 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>	Level 2
9–12	<p>An account that covers a wide range of points. A clear account supported using examples about the comparative importance of different forms of the media. The account will incorporate a number of contemporary examples. The response will consider the impact and extent to which our lives today are impacted by the media. Mention may be made of the issue of 24 hour media and the impact of e-media. By comparison, reference may be made to other influences on public opinion, eg political parties, pressure groups, religious groups, etc. Clear conclusion based upon the evidence provided. The response will consider and evaluate a range of differing viewpoints.</p> <p>The candidate 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>	Level 3

(12 marks)

Total: 20 marks

7 (a) Marks

- | | | |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| 0–1 | An incomplete or partial account that outlines one point about human rights abuse. The response may include examples. | Level 1 |
| 2 | A full account relating to human rights abuse. The aspect of how will be explained in relation to international law. The points may be supported by the use of contemporary examples. | Level 2
<i>(2 marks)</i> |

(b) Marks

- | | | |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| 0–3 | A partial account of the impact of the International Criminal Court. Heavily reliant upon the source. Limited range of groups and views identified. | Level 1 |
| 4–6 | A complete account that develops points from the source and uses real examples to support the points being made. A clear conclusion is drawn regarding the importance of the decisions to hold individuals to account for their actions. Introduces the concept of international law covering everybody, even including heads of state. The point might be developed that this is a further infringement upon the sovereignty of individual nations whilst others would argue that there is now no hiding place for those who commit these types of internationally agreed crimes. | Level 2
<i>(6 marks)</i> |

(c) Marks

0	There is no relevant/accurate information. The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.	Level 0
1–4	A limited list or statement of one or two examples of human rights abuses. Little elaboration or explanation given. The candidate 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.	Level 1
5–8	A partial account of some of the ways the world may or may not be described as suffering from human rights abuse. Some attempt to draw the evidence together in the form of a conclusion. A range of evidence presented. Some attempt to consider differing viewpoints, although the response may be mostly one-sided. The candidate 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.	Level 2
9–12	An account that outlines and explains several ways in which the world can be described as still suffering from human rights abuse. The case being made is supported by recent case studies. The evidence presented for each point of view is valid. Reference will be made to international law and documents like the UN Charter and UNDHR. Several recent examples of human rights abuses will be quoted. Issues such as genocide or the use of child labour may be mentioned. Mention may be made to various pressure groups that work in the area of human rights, eg Amnesty International. A clear case will be presented in regard to both aspects of the question, but the response may contain more evidence in relation to one point rather than the other. The conclusion is valid and based upon the evidence presented. The response will consider and evaluate a range of differing viewpoints. The candidate 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.	Level 3

*(12 marks)***Total: 20 marks**

Assessment Objective Grid

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