



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCSE

### Citizenship (Short Course)

3107

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## SECTION A

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

N.B. Where reference to ‘the UK’ is made in the question, candidates may focus particularly on their own home region, e.g. England or Wales. For most 2 mark questions, award marks as follows: Incorrect Response = 0 marks; Partial Response = 1 mark; Correct Response = 2 marks. Some questions have specific marking instructions that differ from this general rule, e.g. parts worth 1 mark each. Mark in accordance with the specific instructions that follow.

- 1**
- (a) **Two** of: e.g. VAT, income tax, National Insurance, excise duties, fuel, car tax, road tax, direct and indirect taxes, cigarettes, alcohol, (1 mark for each identified tax) (not council tax or poll tax). (2 marks)
  - (b) **Two** correct responses (accept initials): e.g. United Nations (UN), European Union (EU) or the Commonwealth, NATO, WTO, IMF, World Bank, WHO. (2 marks)
  - (c) **Two** of: barrister appears in court for the defence or prosecution; a Judge is a full time or part time appointment who conducts court cases and advises on legal matters; a barrister is partial, but a judge is impartial. Two accurate statements for 2 marks/one accurate statement for 1 mark. (2 marks)
  - (d) 2 marks for an outline of **one** of: foreign aid via the EU, United Nations, or the Commonwealth, support to voluntary organisations, loans, British Council, debt cancellation, trading policy. 1 mark for a partial account not fully outlined. (2 marks)
  - (e) **Referendum** = a single issue vote. **Election** = a vote to elect councillors, MPs or MEPs or members of devolved bodies. Two accurate statements for 2 marks/One accurate statement for 1 mark (2 marks)
- Total: 10 marks**
- 2**
- (a) **Two** of: Civil courts deal with disputes between individuals whilst a criminal court deals with those accused of breaking the law of the land. Civil courts award damages whilst a criminal court can impose fines or imprisonment. Criminal cases commence in a Magistrates Court; Civil cases commence via the County Court. (2 marks)
  - (b) **Two** of: staffing, curriculum, financial management, representing the views of its component parts. (2 marks)
  - (c) **Two** from: Refuse collection, education, social services, libraries, social housing, planning, fire service, environmental health, police, lighting, cemeteries, museums, leisure centres, youth clubs, parks, road maintenance, neighbourhood watch, meals on wheels, home help etc (not health or transport). (2 marks)
  - (d) **Two** from: advice, legal help, representation, industrial action, health and safety, finding a job, retraining, welfare funds, discrimination issues. (2 marks)
  - (e)
    - (i) A named recent example of a *national* protest. (1 mark)
    - (ii) One clear outline: – e.g. petitioning, marching, letter writing, direct action, use of the media, public meetings. (1 mark)
- Total: 10 marks**
- 3**
- (a) **Two** from any environment, recycling or sustainability issue: e.g. waste recycling, improving heating systems, building standards, local meetings, set up groups, tree planting, bottle banks, recycling, energy efficiency. (2 marks)
  - (b) **Two** correct responses as per Commonwealth Secretariat website [www.thecommonwealth.org](http://www.thecommonwealth.org). (2 marks)

- (c) Debate and resolution at the General Assembly or Security Council, (using) mediation and arbitration, application of sanctions (economic or the use of armed force), inspections (weapons). (2 marks)
- (d) (i) Magistrates Court decision by three lay magistrates.  
(ii) Crown Court decision by a jury of twelve citizens. (2 marks)
- (e) **Two** correct responses from: e.g. NSPCC, Dr Barnados, Childline, Save the Children, accept a local named group/youth club, UNICEF, Salvation Army, Samaritans, Children in Need, Red Cross, Oxfam, Prince's Trust, Red Nose Day.

(2 marks)

**Total: 10 marks**

**Total marks for Section A – 10 x 3 = Maximum of 30 marks**

## SECTION B

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

N.B. Where reference to ‘the UK’ is made in the question; candidates may focus particularly on their own home region, e.g. England or Wales.

### 4 (a) Marks

- |              |   |                |
|--------------|---|----------------|
| <b>1 - 3</b> | An incomplete or partial account that outlines one or two of the points from the source.  | <b>Level 1</b> |
| <b>4 - 5</b> | A full account of the points raised in the source, e.g. funding lack of national curriculum coverage, improved education, better resources. | <b>Level 2</b> |

*(5 marks)*

### (b) Marks

- |               |  |                |
|---------------|--|----------------|
| <b>1 - 3</b>  | A partial and limited response to the question that outlines one or two examples of how the closures could be unfair or undemocratic and/or fair and democratic. | <b>Level 1</b> |
| <b>4 - 7</b>  | An account that mentions examples of fairness and/or democracy. The points made are developed and supported by examples.   | <b>Level 2</b> |
| <b>8 - 10</b> | A complete account that develops the issues of fairness and democracy balancing the rights of individuals affected by the closures and wider community issues.   | <b>Level 3</b> |

*(10 marks)*

### (c) Marks

- |                |  |                |
|----------------|--|----------------|
| <b>1 - 3</b>   | A limited list or statement of one or two examples of community activity. Little elaboration or explanation given.   | <b>Level 1</b> |
| <b>4 - 6</b>   | A partial account of some of the activities that could be undertaken by some of the groups. Some elaboration or explanation is offered.  | <b>Level 2</b> |
| <b>7 - 9</b>   | An account that outlines and explains several of the activities that could be undertaken; i.e. local councillors, parish councils, parents and the children and the teachers, at a local, regional or national level.  | <b>Level 3</b> |
| <b>10 – 12</b> | An account that covers most of the groups mentioned in the source and may include others. A clear account and explanation of the actions that could be taken. The response may include some real life comparative examples, and/or suggest the likely impact of the methods used.  | <b>Level 4</b> |
| <b>13 - 15</b> | A full account that indicates a wide range of activities beyond those mentioned above, i.e. direct action; community groups being formed; methods of applying pressure will be discussed. Stronger responses note that pressure could be applied via e.g. the local MP, MEP’s the role of the media may be discussed. The response may include real life examples to support points being made. The likely impact of the methods selected evaluated. | <b>Level 5</b> |

*(15 marks)*

**Total: 30 marks**

**Total marks for Section B = Maximum of 30 marks**

## SECTION C

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

N.B. Where reference to ‘the UK’ is made in the question; candidates may focus particularly on their own home region, e.g. England or Wales.

Candidates are asked to give an outline of the activity at the start of Question 5. This is simply so that Examiners are clear what activity was. There are no marks for this outline; nor should candidates be penalised for not completing it.

<b>5</b>	<b>(a) Marks</b>		
	<b>1 – 2</b>	Basic indication of plan given, some general comments about problems encountered.	<b>Level 1</b>
	<b>3 - 5</b>	A clear account of <b>two</b> problems encountered and how they were overcome. The account will be clearly related to the stated activity.	<b>Level 2</b>
			<i>(5 marks)</i>
	<b>(b) Marks</b>		
	<b>1 - 3</b>	Basic description of own contribution/participation. Basic description of own contribution and that of others.	<b>Level 1</b>
	<b>4 - 6</b>	Detailed description of own contribution and/or that of other people undertaking the activity noting some strengths and weaknesses.	<b>Level 2</b>
	<b>7 - 10</b>	Full description of own contribution and that of others. There will be clear analytical statements about the role of individuals. The account will clearly indicate strengths and weaknesses.	<b>Level 3</b>
			<i>(10 marks)</i>
	<b>(c) Marks</b>		
	<b>1 – 3</b>	Very limited account of the activity, with no clear points developing citizenship issues.	<b>Level 1</b>
	<b>4 – 6</b>	Evaluative statements about the activity and developing citizenship understanding are implicit. Some attempt to give reasons.	<b>Level 2</b>
	<b>7 – 9</b>	Some evaluation given. Some explanation of how the activity developed citizenship understanding.	<b>Level 3</b>
	<b>10 – 12</b>	A clear account that covers most of the main citizenship points regarding the activity. The points made regarding developing citizenship are based upon the evidence presented. The reasons given regarding developing citizenship cover aspects of both the bullet points.	<b>Level 4</b>
	<b>13 – 15</b>	An account that gives a detailed citizenship evaluation of the activity. All points are fully supported by evidence and logical thinking. The response clearly indicates how citizenship issues are linked to the activity and how the activity achieved its aims. Both bullet points are fully developed in the response.	<b>Level 5</b>

*(15 marks)*

**Total: 30 marks**

**Total marks for Section C = Maximum of 30 marks**

## SECTION D

Candidates should answer **only one** question from Questions 6, 7 or 8

The following generic mark bands should be used to mark Questions 6, 7 and 8 in conjunction with the question-specific, indicative content that follows. **N.B.** It is **not** compulsory for candidates to follow the suggested structure given after each question in brackets. Candidates should not be penalised for developing their own structure and approach to the question.

### Generic Mark Bands

<b>Marks</b>		<b>Level</b>
<b>1 – 5</b>	A limited, incomplete account that is purely descriptive. Contains one or two relevant points.	<b>Level 1</b>
<b>6 – 10</b>	A partial account that contains several points. Largely descriptive in nature and lacking structure.	<b>Level 2</b>
<b>11 – 15</b>	An account that covers some of the main points of the question. The response has some structure. Points are sometimes developed. A few examples are incorporated within the response. Limited evaluation of the evidence may take place.	<b>Level 3</b>
<b>16 – 20</b>	An account that covers most of the main points of the question. The response has a fairly clear structure and incorporates some examples. There is some evidence of evaluation.	<b>Level 4</b>
<b>21 – 25</b>	A well structured account that covers all of the main points in the question. The response has a clear structure and points are often supported by relevant examples. There is evidence of evaluative skills.	<b>Level 5</b>
<b>26 – 30</b>	An excellent account that fully answers the question. The response has a clear, logical structure, well chosen examples to support points and integrated evaluation of evidence. The response draws clear conclusions based on the question and the evidence provided.	<b>Level 6</b>

**Total: 30 marks**

**Total marks for Section D = Maximum of 30 marks**

The following indicative content is to be used in conjunction with the Generic Mark Bands above. The points identified are those expected to be found in responses worthy of Level 5 (21 – 25 marks) and Level 6 (26 – 30 marks). Responses judged to be characterised by lower levels are likely to include progressively fewer relevant points.

- 6** The response will clearly outline the nature of an accused person within the English Legal system. Examples will be quoted of the nature of these rights, re questioning, arrest; the special position of young people may be mentioned. The right to legal representation at the expense of the state. The right of a fair trial and what is meant by that term. The right to appeal against conviction and sentence. Now that the HRA is now a part of UK Law; therefore, the Courts here and in Europe can decide on HRA matters may be discussed as the Human Rights convention re-inforces UK law in regard to the rights of the accused.
- 7** The response will clearly identify what is meant by the term ‘Mass Media’ and examples should be given. The term ‘influential’ will be understood and probably explained with examples (weaker responses are likely to show implicit understanding). The differing roles of TV and the Press will be explained and examined. The issue of agenda setting may be discussed. Credit should be given for relevant local, regional or national examples. The nature of Television ownership and control should be mentioned as against that of newspapers. The nature of the impact of television should be discussed in some depth. A clear conclusion should be reached based upon the evidence presented.
- 8** The response will be based on clear examples of global poverty. ‘Individual citizens’ will also be considered as members of groups i.e. consumers, pressure groups, elections. A range of activities used to raise the profile of global issues and direct action methods will be discussed. The response will arrive on a clear conclusion based upon the evidence provided regarding how powerful or powerless individual citizens are in regard to global poverty.

### Assessment Objective Grid

	<b>A01</b>	<b>A02</b>	<b>A03</b>	<b>Total</b>
Section A (Q1 – 3)	30			30
Section B (Q4)	10	20		30
Section C (Q5)			30	30
Section D (Q6 – 8)	10	20		30
<b>Total Marks</b>	50	40	30	<b>120*</b>

\* In addition, a maximum of 6 marks will be awarded for the quality of written communication, according to the criteria below, giving a total of 126 available marks for the written paper.

### Quality of Written Communication

Where candidates are required to produce extended written answers (Sections B, C and D), they should be assessed according to the following criteria. Up to 6 marks are available for the paper as a whole.

<b>5 - 6 marks</b>	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.	<b>Level 3</b>
<b>3 - 4 marks</b>	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.	<b>Level 2</b>
<b>1 - 2 marks</b>	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.	<b>Level 1</b>
<b>0 marks</b>	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.	<b>Level 0</b>