

GCSE 2004  
*June Series*



## Mark Scheme

### Citizenship Studies (Short Course) *(Subject Code 3107)*

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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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

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# CONTENTS

## *GCSE Citizenship Studies (Short Course) 3107*

	<i>Page No.</i>
Written paper .....	5
Assessment Grid .....	15



**SECTION A**

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

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	<b>0 marks</b>
Partial response	<b>1 mark</b>
Correct response	<b>2 marks</b>

**1****Total for this question: 10 marks**

- (a) Give **two** reasons why workers join Trade Unions. *(2 marks)*

Protection, insurance, requirement of the employer, negotiating wages or benefits, compulsory/closed shop, security, health and safety. Accept: more money.

- (b) Describe **one** function of the Crown Prosecution Service (CPS)? *(2 marks)*

CPS Government body responsible for deciding whether a prosecution takes place based upon the evidence presented to them. The CPS appear in Court on behalf of the Crown. **(One mark** for outline. **Second mark** for development. For example: sift the evidence and make a decision, carry out the prosecution in the courts).

- (c) What is meant by the term ‘minority ethnic group’? *(2 marks)*

Individuals who belong to a specific racial group that form only a part of the total population of a country. **One mark** for answer related to minority; **one mark** for answer related to ethnic group. Example is sufficient.

- (d) (i) What is a multinational company? *(1 mark)*

A company that operates in more than one country.

- (ii) Give **one** example of a multinational company. *(1 mark)*

One correct response, e.g. Nestle, Microsoft, Coca Cola, McDonalds.

- (e) What do you understand by the term ‘fair trade’? *(2 marks)*

A policy whereby producers receive the best possible price for their products, e.g. small-scale producers of food products.

**2****Total for this question: 10 marks**

- (a) What is meant by the term ‘National Minimum Wage’? *(2 marks)*

The national minimum hourly rate of pay determined on an annual basis by the government.

Two elements required from:

- minimum rate;
- hourly set wage;
- government imposed;
- annual review;
- age-related;
- explanation of the term ‘national’.

- (b) Name **two** taxes taken directly from a worker’s wages. *(2 marks)*

Two from:

- Income Tax/emergency tax
- (National) Insurance/NI/NIC

- (c) What do you understand by the term ‘sustainable development’? *(2 marks)*

A form of development that seeks to ensure that the raw materials removed are replaced and avoid environmental damage.

**(One mark** if related to the environment or local agenda 21).

- (d) Name **two** sources of funding for local government. *(2 marks)*

Central Government/Parliament, Council Tax (accept Poll Tax), revenue raised from services, EU, Business rates.

- (e) Identify **two** ways in which a citizen can bring about change in his/her local community through the democratic process. *(2 marks)*

Voting, standing for election, joining a pressure group or a political party, variety of forms of direct action.

**3****Total for this question: 10 marks**

- (a) Identify **two** anti-discrimination laws currently in force in the United Kingdom (2 marks)

e.g. Sex Discrimination (Act), Race Relations(Act), Disability Discrimination (Act), Equal Opportunities (Act), Equal Pay (Act). Named legislation or area of impact, e.g. race, religion.

- (b) Name **two** countries other than the United Kingdom that currently belong to the European Union. (2 marks)

Two from:

European Union (EU) Member States:

Austria  
Belgium  
Cyprus  
Czech Republic  
Denmark  
Estonia  
Finland  
France  
Germany  
Greece  
Hungary  
Ireland  
Italy  
Latvia  
Lithuania  
Luxembourg  
Malta  
Poland  
Portugal  
Slovakia  
Slovinia  
Spain  
Sweden  
The Netherlands  
United Kingdom

- (c) Identify **two** agencies of the United Nations that provide help for those in need. (2 marks)

UNHCR, UNRWA, UNICEF, UNESCO, WHO, FAO, food programme. Initials or description of the work, e.g. peace-keeping force.

- (d) How do Judges differ from Magistrates? (2 marks)

Magistrates are unpaid part-time lay citizens whilst judges are fully qualified and normally full-time appointments.

One mark for each valid difference (converse does not need to be stated).

For example:

- judges sit in a county court (1 mark);
- judges sit in a county court and magistrates sit in a magistrate's court (2 marks);
- judges wear wigs (1 mark);
- judges wear wigs but magistrates wear ordinary clothes (2 marks);
- judges have greater sentencing powers and deal with more serious crimes (2 marks).

**One mark** for one-sided point (including saying "... and magistrates don't").

**Two marks** if two sides are included, as in above examples.

- (e) Name **two** political parties with MPs in the House of Commons. (2 marks)

Labour, Conservatives, Liberal Democrats, etc.

Accept: Tories, Lib Dems, Liberals (not Democrats).

**Total for this Section: 30 marks**



**SECTION B**

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

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****Total for this question: 30 marks**

- (a) Who, other than the Headteacher, might be involved in making decisions about permanently excluding students? *(5 marks)*

**Level 1** An incomplete or partial account that identifies one or two individuals from the sources. One mark per individual or two individuals with elaboration for 3 marks. **1-3 marks**

**Level 2** A full account of the points raised in the source and including some groups not included in the sources. If candidates give a list, award maximum 4 marks for a complete list from the source. Only award 5 marks if the list contains names not included in the source. **4-5 marks**

- (b) With reference to **Sources A and B**, in your opinion, how strong is the case for permanently excluding Ruth? *(10 marks)*

**Level 1** A partial and limited response to the question that outlines one or two points. **1-3 marks**

**Level 2** An account that uses evidence from the sources to arrive at a view. **4-7 marks**

**Level 3** A fully justified account that develops points for or against the rationale for exclusion. Accounts at the highest level will make judgements about the competing evidence. **8-10 marks**

- (c) The parent complains (**in Source B**) that she has not had a ‘fair hearing’. What do you think needs to happen to make sure all sides get a fair hearing? *(15 marks)*

**Level 1** A limited list of one or two examples of what might be meant by the phrase a ‘fair hearing’. Little elaboration or explanation given. **1-3 marks**

**Level 2** A partial account of some of the ways in which the term ‘fair hearing’ could apply to this case. Some elaboration or explanation offered. **4-6 marks**

**Level 3** An account that outlines and explains the role of several of the individuals and groups involved with the case. In regard to each, their expectations regarding a ‘fair hearing’ will be outlined. **7-9 marks**

**Level 4** 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 and how they relate to the concept of a ‘fair hearing’. The response will develop the idea of ‘all sides’ by outlining a wider range of interested parties than indicated in the sources. **10-12 marks**

**Level 5** A full account that indicates a wider range of interested parties beyond those mentioned in the sources, e.g. fellow students, parents and the community. The concept of a ‘fair hearing’ and how it relates to such a case as outlined in the source will be developed. Stronger responses will make clear statements about the various interested parties and reach clear judgements based upon evidence presented. **13-15 marks**

**Total for this Section: 30 marks**

**SECTION C**

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

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 it was. There are no marks for this outline; nor should candidates be penalised for not completing it.

**5****Total for this question: 30 marks**

- (a) Outline how others helped you in the planning and preparation of your activity. (5 marks)

**Level 1** Basic indication of the help given, some general comments about the nature of the help obtained. **1-2 marks**

**Level 2** Detailed account of how others assisted in the planning of the activity. The account will be clearly related to the stated activity. **3-5 marks**

- (b) In what ways did your activity develop your understanding of the importance of citizenship issues? (10 marks)

**Level 1** Basic description of the activity. Basic description of its citizenship content. **1-3 marks**

**Level 2** Detailed description of the activity and an outline of its citizenship content. Some attempt to evaluate the citizenship elements. **4-6 marks**

**Level 3** Full description of the activity clearly related to its citizenship content. There will be clear evaluative statements about understanding of the citizenship issues. The account will contain clear conclusions. **7-10 marks**

- (c) If you could change any aspect of your activity, what changes would you make and why?  
(15 marks)

Can relate to individual learning outcomes.

**Level 1** Very limited account of the activity, with no clear points and changes. **1-3 marks**

**Level 2** Some attempt to explain areas where changes could take place.  
A largely descriptive account. **4-6 marks**

**Level 3** Some explanation of how changes could have impacted upon the activity.  
Some attempt to link the changes to improving the quality of either the  
planning, account or evaluative stage of the activity. **7-9 marks**

**Level 4** A clear account that covers all the proposed changes regarding the  
activity. The account will clearly link the changes to the intention of the  
activity. The account will use citizenship terminology in regard to  
the proposed changes. The reasons given regarding changes are  
clearly explained. **10-12 marks**

**Level 5** An account that gives a detailed evaluation of the activity and any  
changes that could take place. All points are fully supported by evidence  
and logical thinking. The response clearly indicates how the citizenship  
element of the activity could be improved. The issue of changes will be  
clearly linked to the stated activity and how they relate to  
citizenship issues. **13-15 marks**

**Total for this Section: 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.

**NB** 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>Level 1</b>	A limited, incomplete account that is purely descriptive. Contains one or two relevant points.	<b>1-5 marks</b>
<b>Level 2</b>	A partial account that contains several points. Largely descriptive in nature and lacking structure.	<b>6-10 marks</b>
<b>Level 3</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>11-15 marks</b>
<b>Level 4</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>16-20 marks</b>
<b>Level 5</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>21-25 marks</b>
<b>Level 6</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>26-30 marks</b>

### Indicative Content

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****Total for this question: 30 marks**

Do you agree that young people in this country have too many rights and too few responsibilities?

*(30 marks)*

The response will clearly define the terms ‘young people’, ‘rights’ and ‘responsibilities’. These definitions will be supported by examples. A range of different responsibilities at different ages may be quoted, as well as changes that have taken place, e.g. voting 21 to 18. The role of young people and adults regarding ‘citizenship’ will be discussed. Clear statements will be made regarding ‘responsibilities’ of a citizen. The conclusion as well as drawing the evidence together may include proposals for changes to both rights and responsibilities.

**7****Total for this question: 30 marks**

How would our lives be affected if the system of local government in the United Kingdom were abolished?

*(30 marks)*

The response will clearly identify what is meant by the term ‘Local Government’ and examples should be given. The account will clearly indicate the range of services offered by local authorities. The response will deal with the impact of either these services not being provided, being provided by central government or the private sector. Stronger responses will mention the issue of the democratic deficit if local authorities did not exist. Clear conclusions will be reached upon the evidence presented.

**8****Total for this question: 30 marks**

‘In international disputes and global issues, the individual citizen is powerless.’

Discuss how individuals and voluntary groups can make a difference. Use examples to support your answer.

*(30 marks)*

The response will clearly outline what is meant by the terms international disputes and global issues. Numerous examples will be included in the response. The account will discuss the means by which individuals or groups of citizens can influence events based on a clear example of pressure group or voluntary group activity. The nature of various protests will be fully discussed. The means used to bring the issue to public attention is likely to be outlined. The various means of protest are likely to be discussed and evaluative comments made on the range/methods of protests undertaken. There will be clear evaluative statements in relation to opening statement and a clear conclusion will be reached.

**ASSESSMENT OBJECTIVE GRID**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</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>Level 3</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.	<b>5-6 marks</b>
<b>Level 2</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>3-4 marks</b>
<b>Level 1</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>1-2 marks</b>
<b>Level 0</b>	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.	<b>0 marks</b>