



General Certificate of Education

Citizenship Studies (Short Course) 3107

3107/W Written Paper

Mark Scheme

2005 examination - June series

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.

GCSE Citizenship Studies (Short Course) 3107/W

SECTION A

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

NB Where reference to ‘the UK’ is made in the question, candidates may focus particularly on their own home region, eg 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, eg parts worth 1 mark each. Mark in accordance with the specific instructions that follow.

- 1 (a) **Two**: eg Income (income) tax, National Insurance (NI), superannuation, PAYE.
(1 mark for each identified tax) (2 marks)
- (b) **Two** correct responses financial assistance and aid, training and education, a platform for intergovernmental conferences and events (eg Commonwealth Games). (2 marks)
- (c) **Defendant**; a person accused of committing a crime. (1 mark)
A witness; a person who gives evidence at the hearing regarding the facts of the case. (1 mark)
- (d) One mark per correct response, ie give money to an appeal, help a voluntary group, donate materials, offer individual skills, eg rescue teams. (2 marks)
- (e) The elector can apply for postal vote or appoint a proxy voter.
Also currently proposed: e-mail, text, internet and at supermarkets.
Any two for two marks. (2 marks)
- Total: 10 marks**
- 2 (a) A convicted person may appeal to a Crown Court either regarding the verdict given by the magistrates or the length of the sentence given. (2 marks)
- (b) **Two** of: teaching staff, the Head teacher, parents, the LEA, co opted members (community representatives). (2 marks)
- (c) **Two** services ie care of the elderly, child protection, fostering, care of the disabled, social workers, meals on wheels. (2 marks)
- (d) **Two** from: employment rights, unfair dismissal cases, racial or sexual discrimination. (2 marks)
- (e) (i) A named recent example of an international dispute. (1 mark)
(ii) A clear outline regarding one method used to seek a resolution. (1 mark)
- Total: 10 marks**

- 3** (a) **Two** from: separate waste collections, recycling points, bottle banks, education campaigns, and advertising. *(2 marks)*
- (b) **Two** correct responses from those joining the EU in 2004: Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovak Republic and Slovenia. *(2 marks)*
- (c) The UK is one of five permanent members of the UN Security Council. This position gives it veto powers in regard to any vote at the UN. *(2 marks)*
- (d) **Two** from: Complain to the store, contact the manufacturer, contact Trading Standards or CAB. *(2 marks)*
- (e) **Two** correct responses eg Salvation Army, Shelter, Help the Aged, British Legion, Meals on Wheels, WRVS, hospices, neighbourhood watch. *(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.

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

4 (a) Marks

1 – 3 An incomplete or partial account that outlines one or two of the points from the source regarding the closure and implying fairness. **Level 1**

4 – 5 A full account of the points raised in the source, eg in regard to fairness the company and its survival against the needs of a local community. The cost savings may be mentioned. A view will be given regarding fairness.

(5 marks)

(b) Marks

1 – 3 A partial account of the effects of the closure, ie loss of jobs. **Level 1**

4 – 7 An account that mentions examples of the wider impact of the closures. At least two areas should be mentioned. **Level 2**

8 – 10 A complete account that develops points in regard to the workers, their families, other firms directly and indirectly affected, and the wider impact on the whole community. All three areas should be mentioned. **Level 3**

(10 marks)

(c) Marks

1 – 3 A limited list or statement of one or two examples of community activity. Little elaboration or explanation given. **Level 1**

4 – 6 A partial account of some of the activities that could be undertaken by some of the groups. Some elaboration or explanation is offered. **Level 2**

7 – 9 An account that outlines and explains several of the activities that could be undertaken, eg direct action, protests, petitions, lobbying and using the media, by groups such as: local council, trade unions, the MP and MEP, community groups, the media. The account covers either the loss of jobs or the creation of new jobs. **Level 3**

10 – 12 An account that covers a range of groups. A clear account and explanation of the actions that could be taken either in regard to the job losses and the creation of new employment. The response may include some real life comparative examples. **Level 4**

13 – 15 A full account that indicates a wide range of actions and groups beyond those mentioned above. Actions may include: direct action; community groups being formed; examples of applying pressure will be discussed. Stronger responses note that pressure could be applied via, eg the local MP, MEPs. 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 should be evaluated. The response covers either the issue of job losses or job creation. **Level 5**

(15 marks)

Total: 30 marks

Total marks for Section B = Maximum of 30 marks

SECTION C

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

NB Where reference to ‘the UK’ is made in the question; candidates may focus particularly on their own home region, eg 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.

5 (a) Marks

- | | | |
|--------------|--|----------------|
| 1 – 3 | Basic indication of sources given, some general comments about their helpfulness. | Level 1 |
| 4 – 5 | A clear account of two sources used and how they assisted with the planning of the activity. The account is clearly related to the stated activity. | Level 2 |

(b) Marks

- | | | |
|---------------|---|----------------|
| 1 – 3 | Basic description of own/others contribution/participation in the activity. | Level 1 |
| 4 – 7 | Detailed description of own contribution and/or that of other people undertaking the activity some attempt to discuss the tasks that could be undertaken individually and collectively. | Level 2 |
| 8 – 10 | Full description of own potential contribution and that of others. There are clear analytical statements about how the role of the group and the individual could have assisted the activity. | Level 3 |

(10 marks)

(c) Marks

- | | | |
|----------------|--|----------------|
| 1 – 3 | Very limited account of the activity, with no clear points developing citizenship issues. | Level 1 |
| 4 – 6 | Evaluative statements about the activity and developing citizenship understanding are implicit. Some attempt to give reasons. | Level 2 |
| 7 – 9 | Some evaluation given. Some explanation of how the activity developed citizenship understanding. | Level 3 |
| 10 – 12 | 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. | Level 4 |
| 13 – 15 | 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. | Level 5 |

(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. **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

Marks

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

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 Rights and Responsibilities

The response clearly outlines the nature of criminal justice system in the UK with regard to the use of punishments. Issues like custodial and non-custodial sentencing are discussed, as is the use of community sentences. The lack of success of the current system is discussed as is the concept that prisons work. The response discusses the need for community protection as against the need to reform criminals. Stronger responses may differentiate between different types of crimes and criminals; rehabilitation/deterrence may be explained and addressed.

7 Decision Making, Power and Authority

The response clearly identifies what is meant by the term the press at a local, regional and a national level. The term ‘influential’ is understood and probably explained with examples (weaker responses are likely to show implicit understanding). The response should clearly establish whether it is making a case for or against the contention of the question. The nature of opinion setting could relate to a wider range of issues political, civil or social. Credit should be given for relevant local, regional or national examples. The nature of other opinion setters is discussed, ie television, friends, family, political culture. A clear conclusion should be reached based upon the evidence presented.

8 Participation in Citizenship Activities

The response outlines examples of political apathy, eg voter turnout, membership and interest in political parties. The response outlines a range of ways in which the young may be encouraged to participate, lowering the voting age, making it easier to vote, greater use of the world wide web, greater use of local or national referendums improved understanding of citizenship issues. The issue of role models within the political system may be mentioned. Stronger responses may mention why this is an important issue in regard to the political process. The response arrives at a clear conclusion based upon the evidence provided regarding how young people can be engaged in the political process. Stronger responses will develop points regarding how the young are getting involved in political action via pressure groups and other forms of direct action.

Assessment Objective Grid

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

* 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.

5 – 6 marks	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
3 – 4 marks	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
1 – 2 marks	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
0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.	Level 0