

## General Certificate of Secondary Education

# Citizenship Studies (Short Course) 3107/W

## Mark Scheme

*2006 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2006 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

# Contents

## Citizenship Studies (Short Course) 3107/W

Written Paper..... 5  
Assessment Grid..... 13



## Citizenship Studies (Short Course)

### 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) A ‘free press’ is a term used to outline the idea that the press should be free of government control and the ability to cover all types of news, only subject to the laws of the land.  
One mark for a reference to the ability of the press to print what it wants.  
Two marks for a reference to the fact that the press is not controlled. *(2 marks)*
- (b) A general election takes place every four or five years when the whole country votes to elect MPs. A by-election occurs when an individual MP or councillor dies or resigns and an election takes place to fill the vacancy.  
One mark for knowledge of a general election or by-election.  
Two marks for a clear difference. *(2 marks)*
- (c) An agreement between a school, parents and children regarding the rights and responsibilities of each partner to the agreement. One mark for naming partners.  
One mark for an outline of an agreement. *(2 marks)*
- (d) One mark per correct response eg education, housing, planning, leisure services, environmental health, highways, social services, police, fire, refuse collection, libraries, etc.  
Health and voluntary groups are not appropriate responses. *(2 marks)*
- (e) One mark for each correct form of action identified eg striking, working to rule, overtime ban, walkout, ballots, marches, use of the legal system, lobbying, ACAS etc. *(2 marks)*

**Total: 10 marks**

- 2 (a) Two marks for a correct outline of their role within a court:-  
**Jury**- decides whether a person is guilty or innocent of an offence after listening to the evidence presented in the case.  
**Barrister**-normally appears in a Crown Court or High Court, either for the defence or prosecution, to present the case and cross examine witnesses.  
**Judge**- presides over a court and gives legal guidance to a jury and decides the punishment given to those convicted.  
If a candidate has not circled a term but has made reference to the term in the description, the candidate can be awarded marks. *(2 marks)*
- (b) Gives an example of how a company can demonstrate how it operates responsibly in home/overseas markets as a producer and distributor, eg child labour, wage levels, care of the environment, commitment to fair trade, etc. It is not essential to name a company.  
One mark for an example. *(2 marks)*

Two marks for development of the example.

- (c) Two named examples, one mark per correct example from Antigua and Barbuda; Australia; The Bahamas; Bangladesh; Barbados; Belize; Botswana; Brunei Darussalam; Cameroon; Canada; Cyprus; Dominica; Fiji Islands; The Gambia; Ghana; Grenada; Guyana; India; Jamaica; Kenya; Kiribati; Lesotho; Malawi; Malaysia; Maldives; Malta; Mauritius; Mozambique; Namibia; Nauru; New Zealand; Nigeria; Pakistan; Papua New Guinea; St Kitts and Nevis; St Lucia; St Vincent and the Grenadines; Samoa; Seychelles; Sierra Leone; Singapore; Solomon Islands; South Africa; Sri Lanka; Swaziland; Tonga; Trinidad and Tobago; Tuvalu; Uganda; United Republic of Tanzania; Vanuata; Zambia. (2 marks)
- (d) Any two correct examples, one mark per correct response eg a criminal case is where the state is versus an individual, a civil dispute is between two individuals or groups. Criminal cases lead to punishments. Civil cases can award damages. There are different courts for civil and criminal cases. (2 marks)
- (e) (i) Head of State. The Queen/ Elizabeth II / Monarch. (1 mark)  
(ii) Head of Government. The Prime Minister/ or named person. (1 mark)

**Total: 10 marks**

- (a) Two named examples, one mark per correct identification of a pressure group (**not** a cause or political party), eg Greenpeace, Fathers for Justice, Animal Liberation Front, Amnesty, etc. (2 marks)
- (b) **Two** correct responses, eg act as a mediator, send in a peace-keeping force, pass a resolution and enforce trade sanctions. (2 marks)
- (c) Award two marks for one clear difference, eg the UK Parliament is elected by the people of the UK, whereas the European Parliament is elected by all the people of the EU. The UK Parliament is very powerful whilst the EU Parliament has limited powers. The UK government comes from parliament; the EU has no formal government structure. The UK Parliament relates to the UK, the European Parliament to members of the European Union. (2 marks)
- (d) One mark for a partial outline of the term. Two marks for a clear definition. Racism is treating others differently, negatively and with discrimination because of their racial background. (2 marks)
- (e) **Two** correct responses . One mark per correct response, eg giving financial aid, gifts and goods, supplying helpers and organising local helpers, long term developments, raise awareness. (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

**1–3** Quotes up to three taken from the Sources regarding anti-social behaviour. **Level 1**

**4–5** A full description of three types of anti-social behaviour. Clear indication as to why they exhibit anti-social behaviour. **Level 2**

*(5 marks)*

### (b) Marks

**1–3** A basic link between up to 4 offences and 4 punishments with no elaboration or explanation. **Level 1**

**4–7** An account that covers a range of options shown in Source B. Some attempt to give some reasons for their choices. **Level 2**

**8–10** A complete account that covers 4 offences. Each has a clear rationale for its choice of punishment. The choices are appropriate. **Level 3**

*(10 marks)*

### (c) Marks

**1–3** A limited list or statement of one or two examples of parent, community/other agency intervention. Little elaboration or explanation is 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 describes several of the activities that could be undertaken by parents, the community and some local agencies, eg the police, local council, neighbourhood schemes, community wardens, CCTV, etc. **Level 3**

**10–12** An account that covers a range of actions. A clear account and explanation of the actions that could be taken to prevent anti-social behaviour. The response may include some real life comparative examples. **Level 4**

**13–15** A full account that indicates a wide range of actions that could be taken by parents and a wide range of community groups. The response may include real life examples to support points being made. The likely impact of the actions selected should be evaluated. The response will contain evaluative comments. **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.

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.

### 5 (a) Marks

1–3 Basic indication of the planning undertaken. **Level 1**

4–5 A clear account of resources used and how they assisted with the planning of the activity. The account will be clearly related to the stated activity. **Level 2**

*(5 marks)*

### (b) Marks

1–3 Basic description of the activity and its Citizenship elements. **Level 1**

4–7 Some description of the activity. Some attempt to identify those parts clearly related to the understanding of Citizenship. **Level 2**

8–10 The issues relating to the activity and Citizenship are well integrated. A clear discussion of those aspects of the activity which most helped develop Citizenship understanding. **Level 3**

*(10 marks)*

### (c) Marks

1–3 Very limited account of the activity and its aims, with no clear points developing Citizenship knowledge or skills. **Level 1**

4–6 Evaluative statements about the activity and developing Citizenship knowledge and skills are implicit. Some attempt to outline the aims of the activity. **Level 2**

7–9 Some evaluation given regarding the achievement of the aims of the activity. Some explanation of how the activity could have further developed Citizenship knowledge and skills. **Level 3**

10–12 An account that covers the main aims of the activity. The points made developing the Citizenship themes are based upon the evidence presented. The reasons given regarding developing Citizenship knowledge and skills cover aspects of the bullet points. **Level 4**

13–15 An account that gives a detailed Citizenship evaluation of the activity and its aims. All points are fully supported by evidence and logical thinking. The response clearly indicates how the citizenship themes are linked to the activity and how the activity achieved its aims. Also indicates how the activity could have been improved in relation to the development of citizenship knowledge and skills. The 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. **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**

#### **Marks**

<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 Rights and Responsibilities**

The response clearly outlines the nature of the concept of equal rights within the UK. A number of groups are identified in regard to inequality and discrimination on the grounds of age, sexuality, gender, ethnicity, disability and religion. A number of examples are quoted as to how these groups claim to suffer discrimination. Mention is made of the existing legal framework regarding equal opportunities and outlawing discrimination. There is a clear conclusion which should include a range of options to improve the situation.

**7 Decision Making, Power and Authority**

The response clearly identifies the role of a general election regarding seeking the endorsement of the electorate in the formation of a government for a period of five years by the means of electing individual MPs. The trend regarding voter turnout and its implications in recent elections may be discussed. The response deals with the issue of duty versus the right not to vote. The response clearly outlines a case for or against the opening statement.

**8 Participation in Citizenship Activities**

The response is based upon recent named examples of citizens' actions to alter or influence government decisions. One or more examples are included and outlined in regard to the decision that citizens wished to influence. Examples may include, Stop the War, Fathers for Justice, Fair Trade, Stop Poverty, etc. Responses at this level clearly indicate the nature of the Government's response to the actions of its citizens. The actions undertaken are outlined and evaluated in regard to their impact. The account may make reference to both successful and unsuccessful actions.

### 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
<b>Total Marks</b>	<b>50</b>	<b>40</b>	<b>30</b>	<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.

- 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**