



General Certificate of Secondary Education

Citizenship Studies (Short Course) 3107

3107

Written paper

Mark Scheme

2007 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.

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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, 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) Any two examples eg Income Tax, VAT, National Insurance, Excise Duties, Fuel, Car Tax/Road Fund Tax. (2 marks)
- (b) The HSE is concerned with providing guidance in relation to Health and Safety matters, carrying out inspections, investigating accidents. Two clear examples required or task identified with example given. (2 marks)
- (c) Members of the local community who act as police constables on a part time, unpaid basis. (2 marks)
- (d) One mark per correct response eg Oxfam, Red Cross, Children in Need, Make Poverty History, Live 8, Live Aid, Comic Relief (Red Nose Day). (2 marks)
- (e) One mark for each correct response ie recycling targets, use of eco friendly vehicles, waste disposal, energy saving ideas, use of sustainable materials. (2 marks)
- Total: 10 marks**
- 2**
- (a) One mark for each correct response.
 (i) United Nations or UN.
 (ii) European Union or EU. (2 marks)
- (b) Two marks for a correct description of the term.
 Self employed. A person who sets up in business on their own or one who works for themselves.
 One mark for an example without explanation. (2 marks)
- (c) One mark for each correct response.
 (i) The BBC is funded via a viewer licence fee, the level of which is decided by the government.
 (ii) ITV is a series of public companies raising their income by selling advertising time between their programmes. (2 marks)
- (d) Any two correct examples, one mark per correct response eg:
 • a case involving a dispute between two individuals, eg divorce, child access as a part of a divorce case, dispute with a retailer or supplier of goods or services, dispute regarding debt, bankruptcy, dispute over a will;
 • seeking damages in regard to an accident, libel and slander cases. (2 marks)
- (e) One mark for each correct response.
 (i) The Queen appoints the Prime Minister. (1 mark)
 (ii) The Prime Minister appoints the Cabinet. (1 mark)
- Total: 10 marks**

- 3 (a) Award one mark per correct response. Other parties represented in the UK Parliament are (initials are acceptable): Liberal Democrats (Lib Dems), DUP, Green Party, PC, Respect, SDLP, SF, SNP, UKIP and UUP. Two clear examples required. (2 marks)
- (b) Anti Social Behaviour Orders (ASBOs) are orders imposed by the police and local authorities to prevent localised anti social behaviour. Individuals can be excluded from areas and have time restrictions imposed on their movements. Breaches of the orders can lead to court action. One mark for a partial understanding or examples. Two marks for understanding which may include the nature of behaviour and examples of anti-social behaviour. (2 marks)
- (c) The term multi-cultural society relates to a society in which a range of citizens from different cultural, racial and ethnic backgrounds live together. One mark for a partial understanding of the term. The response makes use of limited terminology. For 2 marks the response gives a clear understanding of the term and may be supported by examples of elements that make up a multi-cultural society. (2 marks)
- (d) One mark for each correct response. (2 marks)
- (i) MPs - House of Commons or Parliament.
 - (ii) MEP - (European) Parliament or European Union Parliament.
- (e) **Two** correct responses. One mark per correct response eg race, gender, religion, age, sexual orientation, disability. (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, eg England or Wales.

4 (a) Marks

- | | | |
|------------|---|----------------|
| 1–3 | An incomplete or partial account that outlines one or two examples taken from the source and/or own knowledge regarding problems relating to school councils. | Level 1 |
| 4–5 | A full account regarding three examples of problems relating to school councils. Must refer to the sources and own knowledge. If the three examples are only from sources <i>or</i> own knowledge, award 4 marks. | Level 2 |

(5 marks)

(b) Marks

- | | | |
|-------------|--|----------------|
| 1–3 | A partial account regarding one or two ideas about organising an election campaign. The choices will be appropriate. | Level 1 |
| 4–7 | An account that covers a few ideas about organising an election and selecting candidates. Some attempt to link the suggestions to the concepts of fairness and democracy. | Level 2 |
| 8–10 | A clear account of how an election could be organised based upon the concept of fairness and democracy, eg how candidates are selected, the nature of the campaign, how the votes are cast and counted and the voting system used. | Level 3 |

(10 marks)

(c) Marks

- | | | |
|--------------|---|----------------|
| 1–3 | A limited list or statement of one or two examples of functions school councils can or do perform. Little elaboration or explanation given. | Level 1 |
| 4–6 | A partial account of some of the activities or problems associated with school councils. Some attempt to use citizenship terms. | Level 2 |
| 7–9 | The account outlines some reasons for and/or against introducing school councils but may be imbalanced. It may include examples of activities that are/could be undertaken by school councils. The account makes some links between school councils and life after school. Examples of activities like voting using correct citizenship terms. | Level 3 |
| 10–12 | An account that makes a case for and against the introduction of school councils. A clear account of how school council activity develops citizenship skills and some examples of how these skills could be used after leaving school, as well as a number of counterexamples. | Level 4 |
| 13–15 | A clear account of the rationale for and against school councils, indicating a wide range of actions that are/could be undertaken by school councils. The response will also include a strong case against with a range of counterexamples. The case for will clearly link the citizenship skills relating to school councils to life after school, eg community involvement, knowledge of one rights and active citizenship involvement. | 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, 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 the research undertaken. Level 1
	4–5	A clear account of research undertaken and how they assisted with the activity. The account will be clearly related to the stated activity. Level 2
		<i>(5 marks)</i>
(b) Marks		
	1–3	Basic description of the activity and problems encountered. Level 1
	4–7	Descriptive account of the difficulties encountered (or a detailed account of one difficulty). Some attempt to explain how they were overcome. Level 2
	8–10	A clear discussion of those aspects of the activity where problems were encountered and how they were overcome. Level 3
		<i>(10 marks)</i>
(c) Marks		
	1–3	Very limited account of the activity, with no clear points regarding active citizenship knowledge or its usefulness. Level 1
	4–6	Some attempt to outline the citizenship activity and active citizenship involved. Level 2
	7–9	Some evaluation given regarding the citizenship activity. A few examples quoted of how the activity was active citizenship and how it was useful. Level 3
	10–12	A clear account that covers the main citizenship aims of the activity. Some points made developing active citizenship skills and how the student and others gained from the experience. Level 4
	13–15	A detailed account of the citizenship activity with a clear focus on the active citizenship component. All points are fully supported by evidence and logical thinking. The response clearly indicates how the citizenship activity developed their citizenship knowledge and understanding and how the activity was a good example of active citizenship. Also included are clear examples of how the activity benefited both the students and others in their understanding of citizenship. 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		
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** The question requires a case to be made for citizens to be involved in the legal process. The response must be framed to cover a range of ways in which the citizen may be involved. The two most likely ways to be discussed are that as a member of a jury and as a lay magistrate. Stronger responses will include a wide range of examples, which may include, witness of the crime, victim impact statements, called as a witness to the court hearing, special constables. Mention may be made of neighbourhood watch schemes whilst these involve citizens they are not a part of the legal process. Reference may be made to contemporary local or national examples to support the points being made.

The case for may make reference to the importance of community involvement, citizens belief in the legal process, a part of the overall democratic process, prevents the judiciary becoming too powerful, sense of all equal before the law. Responses at this level should develop more than one reason in support of their case. Stronger responses may make reference to the first element of the question prompt as a balancing point. Stronger responses may make a clear reference to one or more concepts eg justice, fairness and miscarriages of justice.

- 7** The response will clearly identify which of the two forms of the media that the candidate believes is more important in influencing views and opinions. The points made should cross reference one form of media against the other. Television has the power of immediacy and images and the spoken word whilst newspapers are able to reflect, to draft a clearer layout and provide a political commentary. Candidates may mention the ways in which newspapers are using the internet to update news to compete with television. The response should include a range of contemporary examples to support the point of view being made.

- 8** The response will deal with examples of both individual and voluntary group involvement in the issue of global poverty. Examples of involvement should be included eg Make Poverty History/Live Aid. The response will mention how such activity, often led by individuals who then work as organised groups, has raised the profile of the issue of global poverty. A distinction may be made between citizen/group activity and supra-national organisations and structures. Candidates may mention activities they have been involved in at their school or groups in the community. There will be a clear reasoned account of whether individual or voluntary groups make a real difference.

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 |