



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

**General Certificate of Secondary Education**

**Citizenship Studies 3107/W  
Short Course**

**Written Paper 3107/W**

**Mark Scheme**

*2008 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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# CONTENTS

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

	<i>Page No.</i>
Written paper .....	4
Assessment Grid .....	10

## 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) Clear outline of Fair Trade: relating to a scheme whereby producers in LEDCs are paid a realistic amount for their farm products, enabling them to reinvest. Award one mark for a partial account. There may be confusion with ethical trading. *(2 marks)*
- (b) One mark for each correct response from, Parish/Town, District/Borough, County/Unitary, GLA allowed as a type. Some may also refer to metropolitan councils or use the term City. *(2 marks)*
- (c) They sit in judgement in a Magistrates Court with other magistrates to form a bench or sitting with a District Judge. Magistrates decide guilt or innocence and suitable punishments in less serious cases. Award one mark for one element of the role or for a partial definition. *(2 marks)*
- (d) (i) 5 years; *(1 mark)*  
(ii) 18 years old. *(1 mark)*
- (e) The term 'Equal Opportunities' refers to the ability of all groups in society to have equal access to all elements of life that make up contemporary society. This generic term has been used to cover a diverse range of groups such as women, the disabled, and people from different ethnic backgrounds. One mark for either identifying a group or giving an outline of the term. *(2 marks)*

**Total: 10 marks**

- 2** (a) One mark for each correct response at the time of the examination, eg Chancellor of Exchequer, Foreign Secretary, Home Secretary. Convention currently allows for 22 paid cabinet members, the PM can add to this with unpaid appointments often from the House of Lords. *(2 marks)*
- (b) A term used to describe pupils/students normally elected to represent fellow pupils in a school or college. These councils take up matters of concern with the management of their schools. For one mark a response that outlines one element of either the work or composition or its function, ie debate, representation on a school council. *(2 marks)*
- (c) One mark for each correct response. Examples may include the NSPCC, Barnados, and Child Line. The

responses must relate to national groups not local or international (not operating in the UK). (2 marks)

(d) The expression relates to the availability of news from the internet from existing news media outlets, eg the BBC, newspapers and overseas media (CNN). Award one mark for a broad understanding and a further mark for development, eg naming a provider. (2 marks)

(e) (i) Brussels; (1 mark)

(ii) Strasbourg. (1 mark)

**Total: 10 marks**

3 (a) A formal legal punishment handed out by a criminal court. It is normally given for less serious crimes and is measured in numbers of hours of service. The work involves supervised working in the local community undertaking low level tasks making recompense. One mark for a partial account either relating to the sentence or the task element. (2 marks)

(b) Trade Unions can provide, legal, financial and moral support to their members involved in a dispute. The Union speaks on their behalf and can negotiate with their employers and others and conduct ballots. One mark for an understanding of one form of assistance. (2 marks)

(c) Currently there are five permanent members of the United Nations Security Council: UK, USA, Russia, China and France. One mark for each of two correct responses. (2 marks)

(d) Two marks for a correct response. Think Global, Act Local. A phrase that refers to the link between local community action (Local Agenda 21), eg recycling, and global issues such as climate change and sustainability. One mark for a partial response. (2 marks)

(e) **Two** correct responses. One mark per correct response. Financial aid, technical support, educational programmes, inter-governmental conferences and sporting events. (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**

- |              |  |                |
|--------------|--|----------------|
| <b>1 – 3</b> | An incomplete or partial account that outlines one or two examples regarding the aims of Live 8.   | <b>Level 1</b> |
| <b>4 – 5</b> | A full account regarding the aims of Live 8 in relation to world poverty, the problems of Africa, international debt and the role of the G8. | <b>Level 2</b> |

*(5 marks)*

**(b) Marks**

- |               |  |                |
|---------------|--|----------------|
| <b>1 – 3</b>  | A partial account regarding one or two points taken from the source as to why events like Live 8 influence politicians.  | <b>Level 1</b> |
| <b>4 – 6</b>  | A generalised account that covers some ideas about the influence of Live 8. Some attempt to link the suggestions to the concepts of influence and the work of pressure groups.   | <b>Level 2</b> |
| <b>7 – 10</b> | A clear account of how the people and groups associated with Live 8 are able to exert influence. The role of the famous and celebrities, media coverage and public opinion will be discussed as well as the ability to generate public support at the events and elsewhere. The influence of these factors upon politicians will be clearly indicated. Candidates will expand upon the prompts in the sources using their own knowledge. | <b>Level 3</b> |

*(10 marks)*

**(c) Marks**

- |                |  |                |
|----------------|--|----------------|
| <b>1 – 3</b>   | A limited list or account of one or two examples of forms of protest. Little elaboration or explanation given.   | <b>Level 1</b> |
| <b>4 – 6</b>   | A partial account of some of the activities associated with protest groups. Some attempt to use Citizenship terms.   | <b>Level 2</b> |
| <b>7 – 9</b>   | An account that outlines some of the activities that are undertaken by protest groups. The account attempts to link this to real life examples. Limited attempts to justify why some actions are more likely to be successful than others.   | <b>Level 3</b> |
| <b>10 – 12</b> | An account that covers a range of activities undertaken by protest groups. The account will be based on one developed example or a range of examples of protest activity. Some attempt to give reasons why different actions achieve different responses. A good use of Citizenship terminology. | <b>Level 4</b> |

- 13 – 15** A full account that indicates a wide range of actions that can be undertaken by protest groups. The response will include real life examples to support the points being made. The response will clearly link the nature of the action to its likely success. A clear conclusion will be reached. **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 the activity was. There are no marks for this outline; nor should candidates be penalised for not completing it.

<b>5 (a) Marks</b>		
<b>1 – 3</b>	Basic indication of the research undertaken.	<b>Level 1</b>
<b>4 – 5</b>	A clear account of research undertaken and how they assisted with the activity. 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 the key elements of the activity.	<b>Level 1</b>
<b>4 – 6</b>	Detailed description of the activity. Some attempt to explain how the task was Citizenship in relation to knowledge, skills, and participation.	<b>Level 2</b>
<b>7 – 10</b>	A clear discussion of the key elements of the activity and how they related to the Citizenship study, ie concepts, knowledge, skills, and participation.	<b>Level 3</b>
		<i>(10 marks)</i>
<b>(c) Marks</b>		
<b>1 – 3</b>	Very limited account of the activity, with no real clear points regarding how it could be improved.	<b>Level 1</b>
<b>4 – 6</b>	Some attempt to outline in general terms how the Citizenship activity could have been improved.	<b>Level 2</b>
<b>7 – 9</b>	Some evaluation given regarding the success of the Citizenship task undertaken. A few examples quoted of how the activity could have further developed. Some attempt to place the changes in a Citizenship context.	<b>Level 3</b>
<b>10 – 12</b>	A clear account that covers the main Citizenship aims of the activity. The points made about developing the Citizenship task will be based upon the evidence presented and there will be good use of Citizenship knowledge and terminology.	<b>Level 4</b>



- 13 – 15** An account that gives a detailed Citizenship evaluation of the activity and its aims and processes. All points for change are fully supported by evidence and logical thinking. The response clearly indicates how the proposed changes are linked to Citizenship knowledge, skills and participation and how the activity could be made a better example of active Citizenship. 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

<b>Marks</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 question requires candidates to have a clear understanding supported by examples of rights and responsibilities as they relate to young people. The phrase young people relates to those rights granted to persons under the age of 18. The response will cover a range of points in regard to both rights and responsibilities. Rights may cover a range of situations from the home, at school, the community and wider society to work and leisure activities as well as political rights. The response will establish a clear stance in relation to the assumption of the question and the balance between rights and responsibilities. A number of the points being made may be embedded in real life examples.
- 7** The response will deal with a recent example of an international conflict. The nature of the conflict will be clearly outlined. The position of each party involved in the dispute will be clearly explained. The development of the conflict will be outlined. The range of attempts to resolve the conflict will be explained and the role of those involved outlined with the degrees of success assessed. The account will show a clear understanding of the key issues and focus clearly on issues of conflict resolution.
- 8** The response will clearly identify what is meant by the terms ‘pressure group’ and ‘political parties’. A number of examples may be included. The response will outline a number of reasons for the decline in political party membership and a number in regard to the increase in pressure group membership. Issues such as the nature of pressure group activity and the methods used as well as its media coverage may be mentioned. Public disenchantment with the formal political process may be discussed as well as the lack of clear direction from political parties and their polyglot nature regarding membership and issues. The response should include a range of contemporary examples to support the point of view being made.

## 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>	<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.

- |                    |   |                |
|--------------------|---|----------------|
| <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> |