

# Citizenship Studies (Short Course)

## Specimen Papers and Mark Schemes

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Kathleen Tattersall, Director General.

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The GCSE awarding bodies have prepared new specifications to incorporate the range of features required by new GCSE and subject criteria. The specimen assessment material accompanying the new specifications is provided to give centres a reasonable idea of the general shape and character of the planned question papers in advance of the first operational examination.

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Surname					Other Names				
Centre Number					Candidate Number				
Candidate Signature									

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General Certificate of Secondary Education  
Specimen Paper

**CITIZENSHIP STUDIES (SHORT COURSE) 3107**



Dateline

**No additional materials are required.**

Time allowed: 1 hour 30 minutes

**Instructions**

- Use blue or black ink or ball-point pen.
- Fill in the boxes at the top of this page.
- This paper is divided into **four** Sections.
- In **Sections A, B and C** answer **all** questions.
- In **Section D**, answer **one** question only.
- Write your answers in the spaces provided in this booklet.
- Do all rough work in this booklet. Cross through any work you do not want marked.

**Information**

- The maximum mark for this paper is 126.
- Mark allocations are shown in brackets.
- You will be awarded up to 6 marks for the quality of your written communication, including spelling, punctuation and grammar.

**Advice**

- You are advised to spend 20 minutes on Section A, 20 minutes on Section B, 20 minutes on Section C and 30 minutes on Section D.
- When answering questions that refer to ‘the UK’, you may focus particularly on your own home region (e.g. England or Wales).

For Examiner's use			
Number	Mark	Number	Mark
1			
2			
3			
4			
5			
6			
7			
8			
Total (Column 1)		→	
Total (Column 2)		→	
QWC			
TOTAL			
Examiner's Initials			

**SECTION A**

Answer **all** the questions in this Section.

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

(a) State **two** ways magistrates differ from judges.

.....  
.....  
.....

*(2 marks)*

(b) Name **two** ways you can participate in the electoral system when you are 21 years old.

.....  
.....  
.....

*(2 marks)*

(c) What do you understand by the term ‘multicultural society’?

.....  
.....  
.....

*(2 marks)*

(d) Identify **two** types of local council.

.....  
.....  
.....

*(2 marks)*

(e) Identify **two** local council services provided for young people.

.....  
.....  
.....

(2 marks)

10

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

(a) Which body makes the law in the UK?

.....  
.....  
.....

(2 marks)

(b) What is the full name of the organisation known as the **CRE**?

.....  
.....  
.....

(2 marks)

(c) Explain **one** obligation the State places on its citizens.

.....  
.....  
.....

(2 marks)

**QUESTION 2 CONTINUES ON THE NEXT PAGE**

**Turn over ▶**

(d) Name **two** national environmental pressure groups.

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.....  
.....

(2 marks)

(e) (i) Name **one** successful national protest that, in recent years, has brought about change.

.....

(1 mark)

(ii) What issue was the protest about?

.....

(1 mark)

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

(a) Identify **one** example of the success of Local Agenda 21.

.....  
.....  
.....

(2 marks)

(b) Name **two** international organisations to which the UK belongs.

.....  
.....  
.....

(2 marks)

10



(c) (i) Name **one** international boycott or pressure group action that has been successful.

.....  
(1 mark)

(ii) What was the boycott about?

.....  
(1 mark)

(d) Outline **one** basic human right.

.....  
.....  
.....  
(2 marks)

(e) What is a 'multinational'?

.....  
.....  
.....  
(2 marks)

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10

**TURN OVER FOR SECTION B**

**Turn over ▶**

**SECTION B**

Answer **all** parts of the question in this Section.

**4**

**Total for this question: 30 marks**

Read Source A and answer parts (a), (b) and (c) which follow.

**Source A**

**MASSIVE JOB LOSSES**

Following the down-turn in the US economy, the multinational company SEEBODY has announced world-wide job losses. Up to 16,000 employees could lose their jobs out of a total, world-wide workforce of 42,000. SEEBODY claims these job losses will help the company to return to profit within two years, maintain their dividend to shareholders and also reduce their borrowing.

At the same time as the international announcement, SEEBODY UK announced the closure of its UK factory at Twybridge in South Wales with the loss of 1,200 jobs. The factory was only opened in this area of high unemployment in 1988, following government and EU funding.

The local Labour MP, Rees Jones, has described the closure as devastating and a death-blow to the small, isolated, former mining community of Twybridge. SEEBODY is the major employer in the area and purchases many of its components locally.

The MP promised to work with the local council, trade unions and local employers to try to get this decision overturned.

(a) With reference to Source A, why has SEEBODY decided to close the Twybridge factory?

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*(5 marks)*

(b) Using Source A and your own knowledge, outline the likely impact of the closure on the local community.

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*(10 marks)*

(c) Using Source A and your own knowledge, explain what action could be taken by the local community to stop the closure.

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**Turn over ▶**



**SECTION C**

Answer **all** parts of the question in this Section.

**5**

**Total for this question: 30 marks**

This question is about your participation in a Citizenship activity in your school or community. In the box below, **briefly** outline what the activity was.

(a) Outline the planning that had to take place before the activity began.

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.....

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*(5 marks)*

(b) Describe your contribution to the activity and that of others.

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**Turn over ▶**



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*(15 marks)*

      
30

**TURN OVER FOR SECTION D**

**Turn over ▶**

**SECTION D**

You must answer **one** of the questions in this Section.

**EITHER**

**6 Rights and Responsibilities**

**Total for this question: 30 marks**

Why is the Human Rights Act important for protecting the rights of UK citizens?

[Your answer could include that there are legally recognised basic rights. You could mention that the Human Rights Act is a law used in both UK and European courts. You may mention any current court cases. Your conclusion may explain how changes to your rights can only be made by Parliament.] *(30 marks)*

**OR**

**7 Decision Making, Power and Authority**

**Total for this question: 30 marks**

Is the Media too powerful and influential in the UK?

[Your answer could include what we mean by the term ‘Media’ and in what ways the media is powerful, e.g. large readership. You could discuss how different types of media can influence the public. This could include examples of different media campaigns. Your conclusion needs to consider whether the Media is too powerful.] *(30 marks)*

**OR**

**8 Participation in Citizenship Activities**

**Total for this question: 30 marks**

Using examples, explain how individuals have participated in successful international protest campaigns.

[Your answer could identify recent successful campaigns, including what issues the campaigns were about. You could outline why they were successful and which activities individuals undertook to assist the campaign. In conclusion you may wish to mention the scope for citizen power.] *(30 marks)*

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**THERE ARE NO QUESTIONS PRINTED ON THIS PAGE**

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**THERE ARE NO QUESTIONS PRINTED ON THIS PAGE**

**General Certificate of Secondary Education  
Summer 2003**



**CITIZENSHIP STUDIES (SHORT COURSE) 3107**

**SPECIMEN MARK SCHEME**

## 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) **Two** of: lay appointed citizens, magistrates unpaid, different types of court, ability to sentence. *(2 marks)*
- (b) **Two** of: voting, standing for election as a candidate, election agent. *(2 marks)*
- (c) A society comprising peoples from a variety of cultures, nations and ethnic backgrounds. *(2 marks)*
- (d) **Two** of: parish, district, county, unitary, London, or specific Welsh, Scottish or N Ireland example. *(2 marks)*
- (e) **Two** of: leisure-related, careers, education, road safety, employment, childcare. *(2 marks)*
- Total: 10 marks**
- 2** (a) Parliament = 2 marks. House of Commons = 1 mark. *(2 marks)*
- (b) Commission for Racial Equality. *(2 marks)*
- (c) Paying taxes, obeying the law, part of the jury system. *(2 marks)*
- (d) e.g. Greenpeace, Friends of the Earth. *(2 marks)*
- (e) (i) Correct response – note national e.g. Dunblane = 1 mark  
(ii) Correct response – e.g. gun control = 1 mark *(2 marks)*
- Total: 10 marks**
- 3** (a) Correct response – related to the environmental agenda. *(2 marks)*
- (b) **Two** of: UN, EU, NATO, WTO, Commonwealth. *(2 marks)*
- (c) (i) and (ii) 1 mark for name. 1 mark for brief outline of boycott/issue. e.g. South Africa; Canada and seals; whaling; Brent Spar. *(2 marks)*
- (d) Correct response – any from the charter of the UN or ECMR. *(2 marks)*
- (e) A company/organisation that operates in many different countries = 2 marks.  
Named example, e.g. Coca Cola, KRC, Nike etc = 1 mark. *(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

- |              |   |                |
|--------------|---|----------------|
| <b>1 - 3</b> | An incomplete or partial account that outlines one or two of the points from the source.  | <b>Level 1</b> |
| <b>4 - 5</b> | A full account of the points raised in the source, i.e. lack of profits, down turn in US economy, to maintain dividends and reduce borrowing. | <b>Level 2</b> |

*(5 marks)*

### (b) Marks

- |               |  |                |
|---------------|--|----------------|
| <b>1 - 3</b>  | A partial and limited response to the question that outlines one or two likely impacts of the closure.   | <b>Level 1</b> |
| <b>4 - 7</b>  | An account that uses only the Source for the effect of closure, i.e. unemployment.   | <b>Level 2</b> |
| <b>8 - 10</b> | A complete account that develops the issue of employment, loss of spending in the Community, lack of alternative jobs. Closure effect on other businesses. | <b>Level 3</b> |

*(10 marks)*

### (c) Marks

- |                |  |                |
|----------------|--|----------------|
| <b>1 - 3</b>   | A limited list or statement of one or two examples of community activity. Little elaboration or explanation given.   | <b>Level 1</b> |
| <b>4 - 6</b>   | A partial account of some of the activities that could be undertaken by some of the groups. Some elaboration or explanation offered.   | <b>Level 2</b> |
| <b>7 - 9</b>   | An account that outlines and explains several of the activities that could be undertaken; i.e. the work of local MP, local council pressure, the role of the Trade Union, the role of the Media. Limited attempt to evaluate the activities described.   | <b>Level 3</b> |
| <b>10 - 12</b> | An account that covers all of the groups mentioned in the source and may include others. A clear account and explanation of the actions that could be taken. The response may include some real life comparative examples. Some relevant evaluative comments.  | <b>Level 4</b> |
| <b>11 - 15</b> | A full account that indicates a wide range of activities beyond those mentioned above, i.e. direct action; community groups being formed; methods of applying pressure will be discussed. Stronger responses will note that pressure could be applied via e.g. the Welsh Assembly, UK parliament, the EU as well as with others facing job cuts at SEEBODY. The response is likely to include real life examples to support points being made. Clear evaluation. | <b>Level 5</b> |

*(10 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.

<b>5</b>	<b>(a) Marks</b>		
	<b>1 – 2</b>	Basic indication of plan given, e.g. own contribution list of activities undertaken.	<b>Level 1</b>
	<b>3 – 5</b>	Detailed planning indicating the processes adopted, indicating own contribution, aims and objectives of the activity. 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 own activity. Basic description of own activity and that of others.	<b>Level 1</b>
	<b>4 – 6</b>	Detailed description of own activity compared and contrasted with that of other people undertaking the activity noting some strengths and weaknesses.	<b>Level 2</b>
	<b>7 – 10</b>	Full description of the activity clearly related to their own and others involvement. There will be clear evaluative statements about the role of individuals. The account will clearly indicate strengths and weaknesses.	<b>Level 3</b>
			<i>(10 marks)</i>
	<b>(c) Marks</b>		
	<b>1 – 3</b>	Very limited account of the activity, with no clear points outlining areas for improvement.	<b>Level 1</b>
	<b>4 – 6</b>	Basic evaluative statements about outcome. Some attempt to explain areas for improvement.	<b>Level 2</b>
	<b>7 – 9</b>	Some evaluation given. Some explanation of how improvements could have been made, based upon evidence presented. Some attempt to link the two areas of the question together [evaluation and improvement].	<b>Level 3</b>
	<b>10 – 12</b>	A clear account that covers most of the main points regarding the activity. The two parts of the response are linked. The points made regarding success are based upon the evidence presented. The reasons given regarding improvement will be fully validated.	<b>Level 4</b>
	<b>13 – 15</b>	An account that gives a detailed evaluation of the activity. All points are fully supported by evidence and logical thinking. The response clearly indicates how both the planning and progress of the activity could have been improved. The issue of improvement is clearly linked to the parameters of the task outlined.	<b>Level 5</b>

*(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 most 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 takes place.	<b>Level 3</b>
<b>16 – 20</b>	An account that covers all of the main points of the question. The response has a fairly clear structure and incorporates some examples. There is some evidence of evaluation and a conclusion.	<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 and a reasoned conclusion	<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 response will clearly outline the nature of the HRA and its scope. Examples will be quoted of the nature of the legislation. The HRA is now a part of UK Law; therefore, the Courts here and in Europe can decide on HRA issues.  
The issues of protection will probably be discussed in relation to established rights that can only be amended by Parliament. The recent debate on terrorism may be discussed. The point is likely to be made that the former Convention has been incorporated in to UK Law so citizens can now seek easy and speedy redress in UK courts.

- 7 The response will clearly identify what is meant by the term 'Media' and examples should be given. The terms 'powerful' and 'influential' will be understood and probably explained with examples (weaker responses are likely to show implicit understanding). The differing roles of TV and the Press will probably be explained and examined. The issue of agenda setting may be discussed. Credit should be given for relevant local, regional or national examples.
- 8 The response will be based on a clear example of successful pressure group activity. The nature of the protest 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. The term 'successful' is likely to be considered.

### 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> |