

GCSE

Edexcel GCSE

Citizenship Studies (3280)

Summer 2005

advancing learning, changing lives

Mark Scheme (Results)

3280/01 Mark Scheme

Section A

- 1 (a) 1 mark - basic idea of role - kept minutes of meetings or produced and circulated posters (1)
- (b) 1 mark for identifying an attribute of citizenship (max 2) - eg active participation or helping others or making people aware of rights and responsibilities.
NB 1 mark may be awarded for establishing contrast with doing something perhaps for personal pleasure or interest or because your teacher or employer told you to. (2)
- (c) (i) 1 mark for difficulty - getting everyone to attend meetings or raising money to meet expenses - or perhaps a problem directly linked to role.
(ii) 1 mark for how difficulty was resolved - eg decided to meet at lunchtimes when we were all free. (2)
- (d) 1 mark for identifying a criterion eg - made more money than we expected; or attracted a bigger attendance than anticipated; or people commented how good it was; or everyone's evaluation forms were really positive. (1)
- (e) 1 mark for basic reason - eg 2 reasons *for* could be:
(i) no point in organising an event for a particular group (eg rugby coaching) unless it is something you know they want to do or
(ii) could be seen as very selfish if you organised some activity (eg visit to London) because you enjoyed it rather than because others would appreciate it.
Allow 1 mark if a general point only is made.
- 2 reasons *against* could be:
(i) if all the hard work will be done by the team, they need to have ownership of the activity if they are to do it enthusiastically or
(ii) also depends on when the members of the team are free from other school commitments - they have to be consulted first because activity cannot progress without them
Allow 1 mark if a general point only is made. (4)

(f)

Level 1	Opinion supported by one relevant reason. Little 'value added'	1-2
Level 2	Basic for or against supported by relevant evidence and/or examples.	3-4
Level 3	Structured reasoned evaluation referring to other point of view; limited but effective use of bullet points.	5-6
Level 4	For a coherent reasoned evaluation based on argument/evidence giving a balanced account of an alternative point(s) of view to reach a personal conclusion; good use of bullet points.	7-8

If you award Level 4, please indicate 'CC' in left hand margin alongside conclusion.

Section B

- 2 (a) 1 mark for each accurate response - eg
- (i) wind turbines generating electricity not on land but at sea
 - (ii) 1997 Kyoto Protocol gave all countries targets to reduce gas emissions by 2010 to 1990 levels. Allow 'global warming'.
 - (iii) energy from a source which can be used over and over again - eg solar, wind or tidal power (3)
- (b) 1 mark for each basic advantage (max 2) such as
- reduces pollution,
 - reduces use of fossil fuels
 - less harmful to environment
 - creates new jobs;
- 1 mark for some explanation/development of each advantage such as
- reduced pollution will reduce global warming
 - cleaner environment will reduce potential damage to health
 - turbines will require manufacturing, locating and maintaining
 - need to reduce greenhouse gas emissions so wind turbines will help
 - under the plan wind farms will meet 7% of UK energy needs (4)
- 3 (a) Accept any of:
- United Nations
 - UN
 - United Nations organisation
 - UNO
 - UN Security Council
 - Security Council (1)
- (b) 1 mark for Peacekeeping or something similar -
- 1 mark for explanation eg 'imposing order' or 'separating rivals in civil war' (2)
- (c) 1 mark for 190. (1)
- (d) 1 mark for 'member of UN Security Council' or 'founder member'
1 mark for explanation eg - 'because we have a veto' or 'because we are a permanent member of the security council'. (2)

- 4 (a) (i) B: owns shares in the company and receives a share of any profits (2)
(ii) A: it conducts its business in many different countries (2)
- (b) making them better off than they would have been by giving them jobs (1)
- (c) Unilever must be mentioned; its community programmes help eg
- cleansing water supplies
 - increasing hygiene
 - improving health
 - raising living standards and education
- NB For second mark at least one of these examples should be given (2)
- (d) British American Tobacco or Coca-Cola must be mentioned; lack of training and protective clothing may be mentioned (BAT) or use of scarce water supplies in India (CC) (2)
- (e) Multinational companies will move elsewhere if regulations (such as minimum wage or health and safety rules or high taxation) are imposed upon them. They are too big for individual national governments to control them. (2)
- 5 (a) C: above world market price (1)
- (b) The price of coffee has fallen ... because **over-production** means supply vastly exceeds demand. (1)
- (c) (i) C: Less than 1% (2)
(ii) B: 60p (2)
- (d) Cafédirect's ethical stance paying far more to producers than non-Fairtrade companies has seen demand for its goods rise - a good marketing stance that is popular with consumers **or** people buy the coffee because Fairtrade helps poor producers/workers (1)
- (e) 1 mark for basic descriptions (fair trade equals fair returns for workers in LEDCs; free trade equals abolition of tariffs)
2nd mark for each elaboration/explanation - eg fair trade will improve wages or conditions of workers or free trade can damage LEDC markets if unfair export subsidies are given by MEDCs to producers (4)

Section C

- 6 (a)
 - 1 mark for recognising dismissal involves terminating a worker's employment (perhaps misconduct);
 - 1 mark for recognising redundancy means the job no longer exists (2)
- (b) 1 mark for basic right - eg a disability should not prevent a person from being employed unless they are unable to undertake job even with support (1)
- (c) 1 mark for recognising a jury is a group of people deciding innocence or guilt in a criminal court (or liability in a civil court) (1)
- (d) 1 mark for knowing a barrister has undergone extensive legal training and can appear in any court;
1 mark for knowing a solicitor may undertake many functions outside court - giving advice to clients, conveying houses, producing wills, etc as well as appearing in some (usually lower) courts. (2)
- (e) 1 mark for a saying an ethnic minority is different to the main population of a country because of their racial origin or cultural background. (1)
- (f) It is your right to have your money refunded if you wish.
- 7 (a) C: Conservative (1)
- (b) D: National Lottery (1)
- (c) A: European Parliament (1)
- (d) C: 4-5 years (1)
- (e) 1 mark for each plausible action - eg: ask question in parliament, write or speak to minister, contribute to debate, refer case to ombudsman (2)
- (f) 1 mark for each difference - eg: knowing 'popular' newspaper often focuses on popular or sensational stories; 'quality' papers are more serious, objective papers which separate fact and opinion - with larger pages (unless looking at compact editions) (2)

- 8 (a) B Malta
C Poland

If a candidate has selected one correct answer and one incorrect answer they should only be awarded one mark.

If a candidate has selected more than two answers, a mark should be deducted for each additional answer selected. (2)

- (b) 1 mark for basic point and 1 mark for explanation
eg all EU members are in Europe but many UN member countries are in other continents; there are 25 EU member countries but about 190 members of UN. Credit answers which refer to different functions. All simple but reasonably accurate contrasts should be allowed. (2)

- (c) 1 mark for basic point - eg that debt may paralyse an economy - it can mean an LEDC has no or few resources - so they have to export food or raw materials to pay interest on loans even when its own people are starving;
1 mark for elaboration - waiving debts will help country focus on development (eg health and education) and as it grows it will be able to trade on a more equal basis with other countries (2)

9/10/11

Level 1	Opinion supported by one relevant reason showing simplistic knowledge and understanding of issues/events. Little 'value added' to scaffolding points. <i>Spelling, punctuation and grammar are reasonably accurate and basic meaning is conveyed.</i>	1-2
Level 2	Basic for and/or against supported by relevant evidence and/or examples showing some knowledge and understanding of issues/events. <i>Spelling, punctuation and grammar are generally accurate and meaning is clear.</i>	3-5
Level 3	Structured reasoned evaluation referring to other point of view showing clear understanding of issues/events. <i>Spelling, punctuation and grammar are almost always accurate and appropriate language is used to convey meaning.</i>	6-7
Level 4	A coherent reasoned evaluation based on argument/evidence giving a balanced account of alternative point(s) of view to reach a personal conclusion showing clear understanding of issues/events. <i>Spelling, punctuation and grammar are almost always accurate and appropriate and varied expression including the use of specialist terms is used.</i>	8-9

If you award Level 4, please indicate 'CC' in left hand margin alongside conclusion. To assist candidates in gaining marks, bullet points in question need to be used/explained not just repeated.