

Mark Scheme (Results)

Summer 2007

GCSE

GCSE Citizenship Studies (3280) Paper 1

Citizenship Studies 3280/01 (written paper)

- 1 (a) **Briefly describe your chosen Citizenship activity.** (1)
1 mark for description of activity eg
 - mentoring scheme for younger pupils
 - campaigned to be allowed to establish a school council
- (b) **What was your own role or responsibility in the Citizenship activity?** (1)
1 mark for stating clear role or responsibility eg
 - I was responsible for organising ticket sales for the charity concert
 - I edited the script for the powerpoint presentation
- (c) (i) **Outline two aims of your Citizenship activity.** (2)
2 marks - 1 mark for each explicit aim stated e.g.
 - we wanted to raise as much money as possible
 - we wanted to spend the money on paying for seeds or livestock for farmers in an LEDC
 - we wanted to provide friendship and companionship for lonely pensioners
 - we wanted to organise to do shopping for them/help the community.
- NB 2nd mark should be awarded only if both aims are clearly linked to citizenship - helping others, involving roles, rights, responsibilities or creating a more supportive, caring community.
- (ii) **Outline one way by which you could judge the success of your Citizenship activity.** (1)
1 mark for 'success' criterion - e.g.
 - raising as much money as we wanted
 - achieving the attendance we hoped for
 - successfully provided 8 goats for an African village, as we hoped.

(d) (i) **State one way in which you communicated with team members or others to ensure your Citizenship activity was successful.** (1)

I mark for stating a form of communication e.g.

- Asking for help (eg when working with adults)
- verbal, written, practical, electronic - any of these with an example

(ii) **State one strength and one weakness of using the method of communication you have identified in 1(d)(i) above.** (2)

1 mark for a strength e.g.

- (verbal/electronic) - everyone was able to contribute, express their ideas
- (verbal) - I got good feedback (eg after making a presentation to a group)
- (asking for help) - it enabled me to communicate better with younger children.

1 mark for a weakness e.g.

- some people kept interrupting/talked over others/kept disagreeing,
- there wasn't enough time/it was difficult to find times to meet
- (asking for help) I didn't always understand the advice or instructions/how to do what I was being asked to do.

NB - highly unlikely that if 0 marks are awarded for (d)(i) that any marks can be given for (d)(ii).

(e) **Briefly explain two things you and other team members did as part of your Citizenship activity which show that you are responsible citizens.** (2)

1 mark for each aspect of 'being a responsible citizen' identified e.g.

- did my best to do everything my role/responsibility required
- tried to take into account the views of others
- tried to work as a reliable and trustworthy member of the team
- tried to support the community by helping people/making things better

(f) ‘Agreeing to work with others is the best way to achieve things.’ (8)
Do you agree with this view?

You should think about the successes and difficulties you and others experienced during your Citizenship activity. Give reasons for your opinion, showing that you have considered another point of view. You should support your arguments with examples wherever possible.

To answer the question above, you could consider the following points and other information of your own.

- Why is it sometimes difficult to work with others?
- Why might some people say a group can achieve more than individuals working alone?
- What is the best way to share out roles and responsibilities in a Citizenship activity?
- When is it better for an individual to carry out a project on his or her own?

Level 1 opinion supported by one relevant reason	1-2
Level 2 basic for and/or against supported by relevant evidence and/or examples. An answer using bullet points instead of continuous prose cannot go beyond level 2.	3-4
Level 3 structured reasoned answer referring to other point of view, and so must include for AND against.	5-6
Level 4 for a coherent reasoned discussion based on argument/evidence giving a balanced account of an alternative point(s) of view to reach a personal conclusion.	7-8

Bullet points in the question need to be used/explained not just repeated.

- 2 (a) **What harmful activity is shown in the photograph above?** (1)
1 mark for points such as:
- carbon dioxide emissions from industrial sites
 - increasing greenhouse gases in atmosphere/leading to global warming
 - pollution
 - emitting harmful gases
- (b) **Why are so many people now concerned about high levels of carbon dioxide emissions?** (1)
C Because carbon dioxide is a ‘greenhouse gas’ which leads to global warming.
- (c) **Briefly explain why one country on its own cannot solve the problems stated in the first five lines of Source A.** (2)
1 mark for each of 2 reasons or 1 mark for 1 reason plus second mark for some development.

Reasons could be:
 - greenhouse gasses affect whole planet not just the country which generates them
 - even if a country drastically reduces its greenhouse gas emissions, others may not do the same
 - Pollution does not recognise international boundaries
 - all countries need to reduce CO₂ to make it work/be effective
 - the problem is not caused by one country alone (mark for development could include - so it cannot be solved by just one country/so it must be solved by more than one country/all countries)
- (d) **Which two of the following could be a direct result of global warming?**
A Melting icecaps, rising sea levels and a greater danger of flooding

D Hotter weather causing wider spread of diseases such as malaria
- (e) **Which two following policies to reduce global warming might prove effective?**
A Adopt new technologies such as the development of electric or hydrogen-powered cars

E Increase taxes to make air travel very much more expensive
- (f) **Which one of the international agreements mentioned below aimed to reduce global warming?**
B Kyoto Protocol

- 3 (a) Give two reasons taken from the passage, why Croydon's trams are likely to be welcomed by local businesses. (2)
Two reasons given - 1 mark for each eg:
- there is 10% more trade in Whitgift shopping centre
 - it has led to increased local investment
 - it has seen higher property prices achieved near the lines
 - increased High Street sales
- ie all taken from the 4th bullet point in the source except High Street sales.
- (b) Briefly explain three ways, taken from the passage, in which the introduction of Croydon's trams is helping to reduce global warming. (3)
Three reasons given - 1 mark for each - e.g.
- the trams can carry nearly 3 times as many as a double decker bus/they use far less fuel per passenger than cars, taxis, and other road vehicles/do not emit any fumes
 - the tram network helps to reduce (the nearly 880,000 tonnes of) carbon dioxide (CO₂) emitted by vehicles every year in the Croydon area
 - since the tram has opened motor vehicle use has dropped by nearly a third/reduced car use
 - with fewer cars emitting fumes, has improved air quality
 - potentially a much expanded tram network in south London
 - Cutting (congestion and) pollution
 - Trams are energy efficient
- (c) (i) What income will the tram company have received if 18 million passengers paid an average fare of £1.50 last year? (1)
C £27 million
- (ii) There used to be 15,000 cars a day parked in one of the car parks before the trams started. The number of cars parked has fallen by 20%. What is the average number of cars now parked there? (1)
A 12,000 cars
- (d) Local Agenda 21 encourages sustainability in every locality. It was established as a result of which one on the following developments? (1)
A UN Earth Summit in Rio De Janeiro, 1992

- 4 (a) **The tax on most goods we buy is 17.5%. Why would someone concerned about the environment support having the tax on petrol about four times as high as this?** (1)
B To make it more expensive to use motor vehicles and encourage people to use public transport
- (b) **By how much did the tax on petrol increase between 1995 and 2005?** (1)
B 22p per litre
- (c) **The tax on petrol increased between 1995 and 2005 but the proportion of tax paid on every litre of petrol purchased has declined.** (1)
C Because the rate of petrol tax has in effect been reduced by the government
- (d) **In your own words, briefly explain why lorry drivers might believe that a group of lorries driving very slowly along a busy motorway could help their campaign to reduce petrol or diesel** (2)
One mark for basic reason e.g.
 - show we feel strongly about petrol prices
 - organise the slow drive to get publicity and make the government see how serious the issue is for usAward second mark for some development - eg
 - small firms particularly do not feel they can cope with such expensive fuel prices
 - use the slow drive to make public opinion more aware and give people a chance to show their support
 - to gain publicity by slowing down traffic/a particular reference to gaining media publicity (eg it will get on the news on TV).
 - More people will see them
 - other drivers might get angry/complain
 - others might join them causing more chaos - in the hope of provoking a response from government/the petrol companies
- (e) **Name a pressure group which would disagree with the lorry drivers' campaign to reduce tax on petrol and diesel fuel.** (1)
1 mark for Friends of the Earth or Greenpeace.
- (f) **Give two reasons why environmentalists want petrol taxes raised, not lowered.** (2)
1 mark each simple point established e.g.
 - burning petrol adds to global warming and should be discouraged
 - increasing taxes would pay for more and better public transport
 - making people pay more is the best way to make people change their behaviour (eg use cars less/walk/cycle)
 - Do get more people to use public transport
 - CO₂ emissions will be reduced if people drive less/fewer cars on the road.

- 5 (a) **What do you understand by the term sustainable development? (1)**
B Living now in a way that does not damage the needs of future generations.
- (b) **Look at the first four bullet points in the source. Briefly explain how any two of the findings mentioned there could clash with the idea of sustainable development. (2)**
1 mark for each basic point - e.g.
 - electricity is wasted/more electricity is used up/burns up fossil fuels through lights, computers or radiators or copiers left on
 - if there was no free parking, MPs might be more inclined to use public transport which is more energy efficient
 - if MPs did not receive petrol subsidies, they might use smaller more efficient cars which use less petrol or diesel or use public transport (if not already mentioned)
- (c) **Look at the second four bullet points in the source. Suggest two ways in which Parliament could use less energy and do more to promote sustainable development. (2)**
1 mark for each basic idea - e.g.
 - carbon dioxide (CO_2) emissions would reduce if greater care was taken to use energy - installing low-energy light bulbs would help
 - insulation in Parliament could be improved to stop huge escaping from the building
 - more waste could be recycled (paper etc.) and less waste incinerated each year
- (d) **Using Source D and your own knowledge explain how your suggestions in part (c) above could help reduce global warming and climate change. (2)**
1 mark for each basic point - answers will depend on options chosen - e.g.
 - less incineration will mean less harmful emissions in atmosphere
 - more re-cycling will save fossil fuels from being used up prematurely
 - low energy light bulbs will last longer and will use less electricity/burn less fossil fuels -

If some candidates introduce the idea of sustainable forms of energy such as wind, wave or solar power, 1 mark can be awarded.

6 (a) Martin has four above-average GCSEs in English, Maths, Citizenship Studies and Design Technology (Food). When he applies for a job at a cake shop, the owner tells him they do not employ young men. (1)

Which of the following laws may the owner of the cake shop have broken?

C Sex Discrimination Act, 1975.

(b) Yasmin has a hearing impairment. She unsuccessfully applies for a job in a local office. Yasmin knows that the girl who gets the job has better qualifications and experience than she has. But Yasmin says that under the Disability Discrimination Act, 1995, she should have been given the job. (1)

What advice would you give Yasmin?

A The employer acted correctly in choosing the more qualified and experienced applicant.

(c) Which one of the following statements explains the difference between a district judge and a lay magistrate? (1)
A A district judge is full-time whereas a lay magistrate work part-time.

(d) Joy brought a DVD at a local market stall. It did not play properly, even though her DVD player was working perfectly. The market trader refused to accept the DVD back or return her money. (1)

Which one of the following actions should she take to put things right?

B Consult the Citizens Advice Bureau in her town for detailed advice.

(e) State two of the rights which are guaranteed for UK citizens by the Human Rights Act, 1998. (1)

1 mark for stating each human right - any two of:

- The right to an education
- The right to life
- The right to liberty
- The right not to be discriminated against (eg race, gender, religion)
- The right to a fair trial
- The right to respect for privacy and family life
- The right to marry
- The right to own property
- The right to free elections
- Freedom of expression/free speech
- Freedom from torture and degrading treatment
- Freedom from slavery, or compulsory labour
- Freedom of thought, conscience and religion
- Freedom of assembly

(f) **Why did the Government decide to make the European Convention on Human Rights into UK law as the Human Rights Act, 1998?** (2)

1 mark each simple point made:

- So that human rights can be enforced by UK law
- so they can get justice in UK courts
- so they do not have to go to Europe to get justice or so that UK citizens
- so that UK citizens have more rights/guaranteed rights
- to bring us more into line with Europe
- for all people in Europe to be treated equally/have equal rights
- UK government wanted more control/same control as other countries over laws

No marks if any of these is linked to our joining the EU.

7 (a) **Which one of the following statements about local government is correct?** (1)

- B Far more of the money spent by local councils comes from government grants than council taxpayers

(b) **Which one of the following reasons explains why the UK Independence Party and the Green Party in seats in the European Parliament but not in the House of Commons?** (1)

- C Elections to the European Parliament use proportional representation which makes it easier for smaller parties to win seats.

(c) **Once they have been elected to Parliament, some MPs become powerful than others.** (2)

Which two of the following reasons correctly account for these differences between MPs?

- C Because they are appointed to government posts (e.g. ministers)

- D Because they are chair of key committees in Parliament which check up on government actions

(d) **Identify two differences between *The Sun* and *The Daily Telegraph* newspapers.** (2)

- A *The Sun* is a ‘popular’ newspaper and the *Daily Telegraph* is a ‘quality’ newspaper.

- D *The Sun* has a larger readership than the *Daily Telegraph*

(e) **Briefly explain why national newspapers are usually more politically biased than radio or television programmes in the UK.** (1)
1 mark for e.g.

- Newspapers are not subject to restrictions
- TV is much more controlled/restricted
- Papers can say/print/write what they want but TV can’t
- BBC is politically impartial
- TV is not allowed to be bias(ed)

8 (a) (i) Rich western countries and organisations such as the European Union sometimes sell farm products very cheaply to Less Economically Developed Countries (LEDCs). Prices are reduced through government subsidies. (1)

Give one reason why such subsidised sales to poor countries should be supported.

1 mark for a reason e.g.

- makes produce affordable for poor people
- preventing hunger/famine/disease
- helps them to live
- Helping the poor people
- Helping poor countries

(ii) Give one reason why such subsidised sales to poor countries should be opposed. (1)

1 mark for:

- Because local farmers cannot compete with low prices
- People might buy cheaper food/goods which causes local farmers to go bust/suffer hardship
- This can be seen as ‘dumping’ which damages markets/damages farmers livelihoods
- Farmers might be discouraged from growing their own food
- Subsidies work in the short term but cannot work/be sustainable in the long term.

Must mention the effect/impact on local farmers to gain 1 mark.

(b) **What is free trade?** (1)
C A method of trading between countries which is not affected by subsidies on exports or taxes on imports.

(c) **Why are the prices of consumer goods, such as clothing and footwear, made in India or China often cheaper than similar goods made in European Union countries?** (1)

1 mark for a simple reason e.g.

- wages and raw material costs may not be as high as in European countries
- hours worked may not be limited and there may be less concern for health and safety
- Costs of production are lower
- they pay the locals less/lower wages.

Relevant references to child or slave labour are also acceptable.

(d) **Why is the rate of interest a banks pays to savers generally less than the rate of interest it charges borrowers?** (1)

1 mark for a simple reason e.g.

- This is how banks/building societies meet their costs
- make a profit/get rewards for taking a risk
- that’s how banks make their money

- (e) Which one of the following statements about income tax is correct? (1)
- B The higher a person's income, the higher the proportion of their income which they must pay in income tax.

Extended writing questions - Section C

Indicative content

There are many ways in which any of the three extended writing questions may be legitimately answered. Some of the points most likely to be introduced by candidates are set out below. They are, however, not exhaustive and examiners should be ready to give credit to other ideas or approaches as long as they clearly respond to the question and/or the scaffolding points listed on the question paper.

The ways in which candidates make points may in some cases lack complexity, not least because candidates have so much to do in a very limited period of time. As long as the points made are clear, relevant and explicit, they should always be given credit.

9. ‘In multicultural Britain, people from different cultures should not try to live separate lives.’

Do you agree with this view?

Give reasons for your opinion, showing you have considered another point of view. You should support your arguments with examples wherever possible.

To answer the question above, you could consider the following points and other information of your own.

- Why might people from different cultures want to live separate lives?
- What advantages would there be if people from different cultures all went to the same schools and lived in the same neighbourhoods?
- Do people have a human right to live their lives in whatever way they choose?
- Why does it matter if people from different cultures choose to live separate lives?
- What are the advantages of having more mixing of people from different cultures in communities?

(9 marks)

People newly arrived in the country naturally wish to meet family members or others from their home country who speak the language and share the same customs. But if some people cut themselves off from mainstream British society neither they nor the values they embrace will become integrated in society. Different groups living separately can trigger hostility through misunderstanding and misperceptions. Those who learn English, meet and mix with other English people at school, at work or socially are much less likely to be involved in riots because there is less reason for enmities or misunderstandings. Those who do not learn English might wish to stay close to those who speak their home language - this is perhaps understandable on the part of asylum seekers who may wish to return to their homeland and resume their normal lives if the danger which caused them to flee passes. But if they aim to live in this country and bring up a family here, then they need to contribute to multiculturalism here as new British citizens. Arguably those who choose to come to Britain want to enjoy the many freedoms British people enjoy but that does impose on them a responsibility to behave like British citizens and mix with others and share British life. In recent years UK citizens have become increasingly indifferent to people's ethnicity and as people who live in a multicultural society, we tend to be more interested to know people for who they are rather than become obsessively concerned with their background or ethnicity.

10. ‘Joining a pressure group is the most effective way to put one’s opinion forward.’

Do you agree with this view?

Give reasons for your opinion, showing you have considered another point of view. You should support your arguments with examples wherever possible.

To answer the question above, you could consider the following points and other information of your own.

- How can we campaign against unfairness to prisoners or for a cleaner environment or for animal rights?
- How do pressure groups such as trade unions or business organisations work for change?
- In what other ways can we put forward our opinions e.g. joining a political party or writing to a newspaper or our MP?
- When is it best to use political parties, MPs or the media to put forward opinions?
- When is it best to use pressure groups to put forward opinions?

(9 marks)

If we are to put our opinions forward for a purpose we want them to have some impact and to help to change things. We may join a trade union or if we are a manager or employer a business organisation. Trade unions typically negotiate with employers, employers organisations and government over wages, working conditions and rights such as pensions. If we feel strongly over particular issues we may want to join campaigning organisations such as Amnesty International or Greenpeace or the RSPCA or other groups promoting other causes. Opinions can be put forward in other ways. When we cast a vote we are expressing an opinion. When we answer a pollster’s questions we are giving our opinion. Or we may prefer to join a political party of our choice or write to the newspaper - letters in quality papers can be very influential because they will be seen by MPs, senior civil servants and other top decision makers. Alternatively we can write to our MP. One letter may not make much of an impact on an MP but 100 letters may suddenly make her or him recognise that this is an issue which should not be ignored. So pressure group activity is by no means the only way to express opinions and it will not always be the most effective. If your view is one that an MP or a party is likely to agree with then your chances of getting your view adopted and turned into action may be greatly improved by contacting the MP or joining the party. If the party you support is not in government, then it will more difficult to make progress from within the party - in those circumstances to campaign for the idea through a pressure group may prove to be a more effective strategy.

11. 'What Less Economically Developed Countries (LEDCs) need is trade not aid.'

Do you agree with this view?

Give reasons for your opinion, showing you have considered another point of view. You should support your arguments with examples wherever possible.

To answer the question above, you could consider the following points and other information of your own.

- Why do some countries need aid and what do they do with it?
- What are the disadvantages to the country which receives aid?
- How would the certainty of long-term trade help an LEDC?
- Is trade or aid more likely to help a country develop and grow more prosperous?
- Is providing aid or trade of more benefit to European countries such as the UK?

(9 marks)

No-one seriously questions the need for short-term humanitarian aid when an earthquake or tsunami or hurricane destroys thousands of homes and causes death or injury on a large scale. Equally some countries in areas where global warming is turning previous arable and pasture lands into deserts, (especially when rainfall becomes increasingly irregular) now need help feeding themselves or to create irrigation schemes which will help to prevent the crops from failing. Once we move beyond short-term humanitarian aid, it is often suggested that know-how is the most important form of aid a country needs - a bag of grain will soon be eaten but knowing how to grow your own grain can last a lifetime. Increasingly we now see that prestige projects such as presidential palaces are not a good use of aid whereas aid which improves education and the infrastructure - electricity and water services, for example - can have a lasting long term effect. In the past many countries have been able to borrow money but if they then are not able to generate income quickly enough to repay the debt interest, big problems can arise - hence the pressure on the international community from Britain to cancel debts. Long term development is more likely to be sustained if countries are helped to produce things which they can sell to other countries. The fair trade movement is important in trying to ensure farmers in LEDCs are not exploited with poverty returns for their produce. As LEDCs become richer, they in turn are likely to become customers for products from EU and other developed countries - often the countries to which they themselves have sold essential raw materials. Such a division of labour between countries can lead to greater prosperity for all.

9, 10 ,11

<p>Level 1 - opinion supported by one relevant reason showing simple knowledge and little understanding of issues and/or events - adds little or nothing to the scaffolding questions.</p> <p><i>There are some errors in spelling, punctuation and grammar but the basic meaning is conveyed.</i></p>	1-2
<p>Level 2 - for OR against, OR a basic for AND against, supported by limited relevant evidence and/or examples showing basic knowledge and understanding of issues and/or events - relies very largely on the scaffolding questions but does add a little.</p> <p><i>Spelling, punctuation and grammar are reasonably accurate and meaning is clear.</i></p>	3-4
<p>Level 3 - points for AND against are included in a simple but effective discussion which shows a clear understanding of some issues and/or events.</p> <p><i>Spelling, punctuation and grammar are accurate and appropriate language is used to convey meaning.</i></p>	5-6
<p>Level 4 - for a balanced and reasoned discussion based on argument/evidence leading to a conclusion.</p> <p><i>Spelling, punctuation and grammar are almost always accurate and appropriate and specialist terms are used.</i></p>	7-8
<p>Level 5 - for an answer in which two coherent points of view (at least) are examined, supported by strong evidence leading to an explicit conclusion.</p> <p><i>Consistently strong use of vocabulary and accurate spelling, punctuation and grammar.</i></p>	9

To assist candidates in gaining marks IF scaffolding questions are used they need to be explained not just repeated.