

Mark Scheme (Results)

Summer 2010

GCSE

GCSE Citizenship Studies 3280 Paper 1

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Mark Scheme Section A

Question Number	Answer	Mark
1(a)(i)	1 mark for a clear statement	1

Question Number	Answer	Mark
1(a)(ii)	The question asks how and not why . 1 mark for, e.g. <ul style="list-style-type: none"> • Our teacher told us what to do • We discussed various ideas. • We voted on what to do • We decided/chose on Fred's idea because it was the best 	1

Question Number	Answer	Mark
1(b)	Each aim must be clearly distinguished or different and related to Citizenship <ul style="list-style-type: none"> • To raise money for our chosen charity • To ensure pensioners/children had a good time at their party • To help others • To raise awareness of an issue, eg fair trade, obesity, global warming, work experience dos and don'ts, • To encourage self improvement eg to develop team work Other appropriate aims are permissible	2

Question Number	Answer	Mark
1(c)(i)	The question is about planning . 1 mark for an identifiable idea , e.g. <ul style="list-style-type: none"> • I suggested we produce a colour poster • My idea was to write to the local council Alternative ideas are permissible	1

Question Number	Answer	Mark
1(c)(ii)	The question is about planning . 1 mark for an identifiable idea , e.g. <ul style="list-style-type: none"> • Fred said we should involve more people in our activity • Susie said we should also involve year 7 Alternative ideas are permissible	1

Question Number	Answer	Mark
1(d)	<p>1 mark for each, e.g.</p> <ul style="list-style-type: none"> • We raised the money we wanted to OR we raised more money than planned • Everybody said they enjoyed the activity • We met all of our deadlines OR we did everything on time OR we completed what we set out to do • We asked people OR got feedback OR used a questionnaire. <p>Candidates might state the criteria they used to judge success eg the amount of money raised</p>	2

Question Number	Answer	Mark
1(e)	<p>1 mark for each , e.g</p> <ul style="list-style-type: none"> • Voluntary work gives you a sense of pride or satisfaction OR it can be more worthwhile than paid work • You can choose what to do in voluntary work but have to do what you are told in paid work • Voluntary work can be put on your CV • You do it to help someone or other people <p>Other appropriate responses about voluntary work are permissible.</p>	2

Question Number	Answer	
1(f)	Bullet points in question need to be used/explained not just repeated	
Level	Mark	Descriptor
1	1-2	Level 1 opinion supported by one relevant reason
2	3-4	Level 2 basic for and/or against supported by relevant evidence and/or examples
3	5-6	Level 3 structured reasoned evaluation referring to other point of view; limited but effective use of bullet points
4	7-8	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

Mark Scheme Section B

Question Number	Answer	Mark
2(a)	1 mark for the reduction (in the emission) of greenhouse gases or CO2	1

Question Number	Answer	Mark
2(b)	1 mark for any one of: <ul style="list-style-type: none"> • Coal • Gas • Oil • Wood Reject <ul style="list-style-type: none"> • Petrol • Peat • soil 	1

Question Number	Answer	Mark
2(c)	1 mark for any of the following: <ul style="list-style-type: none"> • deforestation causes global warming • releases CO2 • trees provide oxygen • impact on (not cause of) climate change • impact on bio diversity or habitats or soil erosion or flooding. • economic impacts • social or human impacts 	2

Question Number	Answer	Mark
2(d)	1 mark for any of the following <ul style="list-style-type: none"> • fewer tourists • harvests reduced • people made homeless OR refugees • more aid to affected countries • natural disasters can affect any part of the world • any accurate reference to an economic impact • leads to spread of diseases 	2

Question Number	Answer	Mark
2(e)	B Changing farming patterns in Northern Europe	1

Question Number	Answer	Mark
3(a)	1 mark for each of the following (max 2) <ul style="list-style-type: none"> • it cost (a lot of) money to set-up • low price of sugar (not product or products or produce) 	2

Question Number	Answer	Mark
3(b)	1 mark for any of the following: <ul style="list-style-type: none"> • the co operative got Fairtrade certification or approval • 30% of the co operative sugar is now sold to Fairtrade buyers 	1

Question Number	Answer	Mark
3(c)	1 mark for any of the following: <ul style="list-style-type: none"> • A system of trade that gives farmers/producers /growers/factory workers a fair price/return/profit for their goods/crops • A system of trade that gives farmers/producers /growers/factory workers a fair wage • Ensures that forced or slave labour is not used • So they can earn enough to sustain/secure the future <p>Alternative wording of the above points is acceptable</p>	2

Question Number	Answer	Mark
3(d)(i)	Any one of: <ul style="list-style-type: none"> • coffee • tea • chocolate • cocoa • bananas • wine • nuts • rice <p>Other acceptable answers</p> <ul style="list-style-type: none"> • other named fruits • other named vegetables • coffee beans • tea bags 	1

Question Number	Answer	Mark
3(d)(ii)	<p>Any one of:</p> <ul style="list-style-type: none"> • cotton • cotton clothes • wooden toys • flowers • footballs • bags <p>Also acceptable</p> <ul style="list-style-type: none"> • clothes • clothing • any named item of clothing eg shirts, t-shirts <p>Reject</p> <ul style="list-style-type: none"> • shoes • leather 	1

Question Number	Answer	Mark
3(e)	<p>1 mark for any one of the following (max 2):</p> <ul style="list-style-type: none"> • farmers will get more or enough money or profits • it enables more investment • each farmer/Exford will benefit from the growth in business • he can get help/advice/support when he needs it on better farming methods • the co-op may be able to buy materials more cheaply than each individual farmer • finance/loans may be available to each farmer more easily or for a lower rate of interest. • A system where everybody has a share of the profits • All farmers work together or are involved in the decisions on what to grow or buy 	2

Question Number	Answer	Mark
3(f)	<p>1 mark for any one of the following:</p> <ul style="list-style-type: none"> • carbon footprint OR causes CO₂ emissions OR global warming OR pollution • we should support local farmers OR local farmers are affected • it increases prices paid for food 	2

Question Number	Answer	Mark
4(a)	1 mark for: <ul style="list-style-type: none"> the expansion of Heathrow airport having a 3rd or new runway 	1

Question Number	Answer	Mark
4(b)	1 mark for each appropriate action: <ul style="list-style-type: none"> a march, riot or other form of protest or demonstration (no marks for just the word protest or demonstration) have a petition or e-petition appropriate communication in the media (TV, radio, newspapers) contacting MPs/ministers get the support of a celebrity or famous person social networking eg facebook 	2

Question Number	Answer	Mark
4(c)	1 mark for each of the following eg: <ul style="list-style-type: none"> action that does not hurt people action that does not damage property does not use force an example eg boycott, strike, march, chaining to trees, or an historical example <p>0 marks for stating that it is any action that is not violent.</p>	2

Question Number	Answer	Mark
4(d)	A. Greenpeace	1

Question Number	Answer	Mark
5(a)	Any one of: <ul style="list-style-type: none"> • clothing • clothes • electronic gadgets Reject <ul style="list-style-type: none"> • jeans • gadgets 	1

Question Number	Answer	Mark
5(b)	1 mark for any one from: <ul style="list-style-type: none"> • long hours • low pay • poor working conditions OR poor health & safety • employ children 	2

Question Number	Answer	Mark
5(c)	A. Amnesty International	1

Question Number	Answer	Mark
5(d)	1 mark for any of the following (max 2): <ul style="list-style-type: none"> • good working conditions / hours / pay • ensuring that the workers are not exploited (eg sweatshops, child labour) • protecting interests/health/welfare/safety/rights of workers • morals/morality influencing/determining how production is organised/how people are employed, • employers working legally or lawfully (ie not illegally, not unlawfully) • not abusing/exploiting resources Alternative wording of the above is acceptable	2

Question Number	Answer	Mark
6(a)	A. The right to work D. The right to privacy	2

Question Number	Answer	Mark
6(b)	A. Sex Discrimination Act	1

Question Number	Answer	Mark
6(c)	<p>1 mark for:</p> <ul style="list-style-type: none"> • a community is a group of people who share a common interest/set of values/culture/set of beliefs • people who live in the same place/area <p>1 mark for example such as:</p> <ul style="list-style-type: none"> • my village or town • football supporters' club • church • business community • ethnic (minority) community • school <p>Any other relevant example of a community</p>	2

Question Number	Answer	Mark
6(d)	<p>1 mark for the right not to/you are not allowed to be discriminated against (or to be treated unequally) because of your colour/race/ethnicity.</p> <p>0 marks for any reference to religion.</p>	1

Question Number	Answer	Mark
6(e)	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> • Take the driver/driver's employer to court OR sue (for damages) the driver/employer in court • To seek an out of court settlement (with the company or driver) • Make a claim against the company through an insurance policy • Seek advice from a solicitor OR police OR the Citizens' Advice Bureau • contact an accident compensation service 	2

Short answer questions - Section C

Question Number	Answer	Mark
7(a)	B. Schools D. Parks	2

Question Number	Answer	Mark
7(b)	B. An area of the country represented by an MP in Parliament	1

Question Number	Answer	Mark
7(c)	1 mark for: <ul style="list-style-type: none"> • BBC and ITV programmes are regulated/controlled (by law or Charter or Ofcom) OR TV is funded by the public (licence payer or through government) • TV must be neutral or give equal coverage to political parties • Newspapers are free to state an opinion in support of (or against) any political party or policy or the Government. • Newspapers can express the views of the owners 	2

Question Number	Answer	Mark
7(d)	B. The Guardian	1

Question Number	Answer	Mark
7(e)	A The News of the World	1

Question Number	Answer	Mark
7(f)	B. So that the parties that people voted for are more accurately represented in the House of Commons	1

Question Number	Answer	Mark
8(a)	C. Norway	1

Question Number	Answer	Mark
8(b)	B It ensures that the European Commission is made accountable for its decisions	1

Question Number	Answer	Mark
8(c)(i)	Living now in a way that does not damage the needs of future generations OR an accurate example eg if you cut down trees you must plant new ones	1

Question Number	Answer	Mark
8(c)(ii)	Any one from: <ul style="list-style-type: none"> • wind / wind farms / turbines • solar power • tidal power / waves / hydroelectric • geothermal or heat from underground • biofuel / biomass <p>0 marks for nuclear power</p>	1

Question Number	Answer	Mark
8(d)	C. Cinema tickets	1

Question Number	Answer	Mark
8(e)	C. The more you earn the higher the proportion of your income that you pay in tax	1

Question Number	Answer	Mark
8(f)	B. £5	1

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. 'There is no point in arguing for our rights if we ignore our responsibilities'.

Do you agree with this view?

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.

- How do we know what rights we have?
- How can we ensure that other people respect our rights?
- How can we ensure that we respect other people's rights?
- What should our responsibilities be to our fellow citizens?
- Should we consider responsibility to ourselves?

Indicative content

This question expects candidates to see rights and responsibilities as something like 'two sides of a coin'. Answers are likely to develop along the lines of the exercise of a right or freedom carries with it a responsibility not to infringe somebody else's right or freedom. They will be expected to mention some of their rights, both legal and human, and any correct references to these should be accepted. The most common ones are likely to be age limits but reference to certain freedoms, e.g. of movement, assembly, religion might also be mentioned. They are likely to refer to how they see their responsibilities to others in terms of 'respect', and may refer to issues or incidents of anti-social behaviour or crime.

Reference to the, law or to governments respecting or upholding both ours and other people's rights, are likely to feature.

Responsibility to oneself may inevitably get into realms of health or drugs and respect for the law.

10. 'Newspapers are more interested in sensational stories than telling the truth about what is going on in the UK or the rest of the world.'

Do you agree with this view?

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.

- How do popular and quality newspapers differ in the ways in which they present 'the news'?
- Do some newspapers pay too much attention to personalities rather than issues?
- Is the main reason for newspapers printing sensational stories because readers want them?
- How can any newspaper editor decide what is really important to readers?
- How do we know if a newspaper is writing the truth about an issue or event?

Indicative content

Although we do not expect candidates to be frequent readers of newspapers a study of their purposes and the range of content in them is expected, as is an ability to distinguish fact from opinion. We should expect references to newspapers by name and a distinction between popular and quality newspapers plus examples of the sorts of stories, articles, pictures, features etc that they contain. More able candidates will distinguish between how e.g. the *Sun* and the *Times* present differently an item on the same issue or person 'in the news'. Various personalities from the world of politics as well as music and films should be mentioned plus how a feature on them is likely to be presented. Candidates should consider why people buy or read the papers they do and consider different 'readership' groups or types.

11. 'World organisations such as the Commonwealth, the United Nations (UN) and the European Union (EU) do not support the interests of poor countries.'

Do you agree with this view?

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.

- What are the purposes of the Commonwealth, the UN and the EU?
- How can they work to help different countries?
- Should poorer countries do more to help themselves?
- How much can charities and other voluntary organisations do to help individual poorer countries?
- How relevant are the Commonwealth and the UN to today's needs?

Indicative content

Candidates will be expected to have a brief but accurate overview of the main responsibilities and purposes of the Commonwealth, UN and Europe in terms of their respective cultural, peacekeeping and economic roles. References to the Commonwealth games of 2010 are likely. Citing examples of UN involvement in areas of conflict in the world should be expected, as should references to and discussions about aid, investment or other forms of economic support from the EU or other bodies such as the World Bank.

Candidates should show awareness of how recent expansion of the EU has benefitted the newer members and the likely or expected benefits to those (other) countries seeking membership.

We should expect some discussion around the issues of globalisation, how different countries are affected by it, the role of MEDCs and multi-national companies in the economies of LEDCs, with one or more relevant examples.

Question Number		
9, 10, 11		
Level	Mark	Descriptor
Level 1	1-2	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. <i>There are some errors in spelling, punctuation and grammar but the basic meaning is conveyed.</i>
Level 2	3-4	Level 2 - for AND/OR 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. <i>Spelling, punctuation and grammar are reasonably accurate and meaning is clear.</i>
Level 3	5-6	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. <i>Spelling, punctuation and grammar are almost always accurate and appropriate language is used to convey meaning.</i>
Level 4	7-8	Level 4 - for a balanced and reasoned evaluation based on argument/evidence with a clear conclusion. <i>Spelling, punctuation and grammar are accurate and appropriate and specialist terms are used.</i>
Level 5	9	Level 5 - for an answer in which two coherent points of view (at least) are examined, supported by strong evidence linked to an explicit conclusion. <i>Consistently strong use of vocabulary and accurate spelling, punctuation and grammar.</i>
To assist candidates in gaining marks, scaffolding questions need to be used/explained not just repeated.		

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