



**General Certificate of Secondary Education
June 2010**

Citizenship Studies (Short Course) 4106

Unit 1 : 41051

Mark Scheme

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.

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SECTION A

Candidates must answer **all** parts of the questions in this section.

NB Where reference to 'the UK' is made in the question candidates may focus particularly on their own home region, eg England or Wales.

- 1 (a) A group of workers who join together to advance their interests, eg wages, conditions at work. Candidates may include names or initials of unions. (1 mark)
- (b) Gives **one** example such as equal pay, conditions at work or other valid examples. (1 mark)
- (c) One example from the 20th/21st century, eg suffragettes and votes for women, equal pay for women, Sarah's Law, or other valid examples. (1 mark)
- (d) Giving up your own time to assist others normally for no payment. Candidates may offer examples of volunteering. (1 mark)
- (e) The UK Parliament. (1 mark)
- (f) The term *democracy* relates to the ability of the citizen to play a full part in the systems of government and decision making, eg vote, stand for election, and change the government through a fair and open system or other valid examples. (1 mark)
- (g) Normally a written document signed by citizens who wish to raise a concern or bring about change. (1 mark)
- (h) The phrase 'freedom of speech' relates to the concept that individual citizens have the right to speak out on any issue. (1 mark)
- (i) Examples: the board of management of the youth clubs, local councillors, parents, their head teacher, the local authority, charities/national lottery, their MP/MEP or the local media. (1 mark)
- (j) Dispute between and employee and an employer regarding their conditions of employment, pay, holidays or dismissal. (1 mark)

Total: 10 marks

2 (a) Marks

0-1	An incomplete or partial account that identifies one or two reasons taken from the sources, eg near the beach, shopkeepers disagree.	Level 1
2-3	A full account regarding the reasoning behind the protests, eg not the correct site, the impact on the local economy, spoiling the local environment, the feeling of lack of local power over the decision making process, unfair economic competition.	Level 2

(3 marks)

(b) Marks

0-1	A partial account regarding one or two points made by the Council Leader taken from Source B.	Level 1
2-3	A clear account that puts forward a position either in support or against the views outlined in Source B. Points arising from the source in favour are the economic factors and the inability of the local council to stop the development. Points against relate to the importance of local opinion against the project, potential environmental concerns regarding the proposed site.	Level 2

(3 marks)

(c) Marks

0-1	A limited list or account of one or two examples of forms of protest. Little elaboration or explanation given.	Level 1
2-3	A partial account of some of the activities associated with protest groups. Some attempt to use citizenship terms and give some ordering to the activities.	Level 2
4	A full account that discusses the range of actions mentioned in Source A. The response may include real life examples to support the points being made. The response will clearly link the nature of the action to its likely success and use the examples from Source A.	Level 3

(4 marks)

Total: 10 marks

Total marks for Section A = Maximum of 20 marks

SECTION B

Candidates must answer **one** question in this section.

- 3 (a) Marks**
- | | | |
|------------|---|----------------|
| 0–1 | Attempts to identify one way or two partial ways the sense of Britishness may be developed based upon Source C. | Level 1 |
| 2 | Two clear outlines taken from the source regarding Britishness, eg the school pledge of allegiance, the leavers' ceremony and a national holiday. | Level 2 |
- (2 marks)*
- (b) Marks**
- | | | |
|------------|---|----------------|
| 0–3 | An outline account identifying in outline one or two potential questions that could be part of a test. Very limited attempt to give reasons for the choice. | Level 1 |
| 4–6 | A clear account that outlines two suitable questions that could be included in a test. There are clear, logical reasons given for their inclusion. The response will make good use of citizenship concepts and terminology. | Level 2 |
- (6 marks)*

(c) Marks

0	There is no relevant/accurate information. The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.	Level 0
1–4	<p>A partial account that make one or two points that relate to the question. The points made do not provide a clear case regarding the benefits of living in a multicultural society.</p> <p>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.</p>	Level 1
5–8	<p>A response that explains the benefits of living in a multicultural society. Several valid points are made using some citizenship terminology correctly, eg cultural benefits, economic, breadth of experiences, knowledge of the wider world. The response may also use material from the source. Some attempt to draw the points together into a conclusion.</p> <p>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.</p>	Level 2
9–12	<p>A clear explanation regarding the benefits of living in a multicultural society. Several developed points are made to support the position being taken. The response will indicate an understanding of the current nature and composition of the UK population. The comments may be related to real events and activities involving the candidate. The comments are evaluative and support the points being made. The response relates both to the sources and additional material.</p> <p>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.</p>	Level 3

(12 marks)

Total: 20 marks

4 (a) Marks

0–1	An account that identifies one example of the benefits of CCTV, eg fighting crime or enforcement.	Level 1
2	A clear account of two examples of the benefits of CCTV, eg crime prevention and detection, sense of security for citizens, traffic management.	Level 2

(2 marks)

(b) Marks

0–3	Brief outline of at least one or two reasons why people oppose the increasing the use of CCTV cameras. Possible reasons include intrusion into daily life, cost of the systems, encourage crime elsewhere, lack of privacy for citizens. Examples from their own community may be quoted.	Level 1
4–6	Clear account of several reasons why people oppose the use of CCTV. The examples may be taken from the sources but there will be evidence of additional points being made. The overall role and impact of CCTV may be discussed. Candidates at this level should clearly explain the reasoning behind the points they are making. All valid suggestions should be rewarded.	Level 2

(6 marks)

(c) Marks

0	There is no relevant/accurate information. The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.	Level 0
1–4	<p>A partial account of some ways in which increased state surveillance, including CCTV, might benefit the community. The response may be heavily linked to the sources. Limited or no attempt to provide a commentary regarding the impact of their increased surveillance on the community.</p> <p>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.</p>	Level 1
5–8	<p>An account that contains several examples of the benefits of increased state use surveillance, including CCTV. Possible reasons include crime prevention and detection, sense of security for citizens, traffic management terrorism control, illegal immigration. The examples quoted may relate to the sources or examples known to the candidate, possibly from their own community. Some attempt to make evaluative from differing viewpoints as to the impact/effects of the methods outlined.</p> <p>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.</p>	Level 2
9–12	<p>A full account of several ways people could benefit from the increased state surveillance, including the use of CCTV. The examples may be taken from the sources but there will be evidence of additional points being made. The role of state surveillance may be discussed. Candidates at this level should explain the potential impact of the action they suggest. All valid suggestions should be rewarded. The response will contain clear evaluative comments and may take account of differing viewpoints in regard to the effect upon the community of the proposals being put forward upon the community and the relationship between the citizen and the state.</p> <p>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.</p>	Level 3

(12 marks)

Total: 20 marks

5 (a) Marks		
0–1	A partial response regarding the term climate change, eg long term changes that are affecting the earth's climate due to our daily life on the planet.	Level 1
2	Clear account of the term climate change. The response will be developed through the use of examples.	Level 2 (2 marks)
(b) Marks		
0–3	Some attempt to identify a few issues from the sources. Limited attempt to frame the response through connecting the examples to the work of international bodies or indicating an understanding of the need for global co-operation.	Level 1
4–6	An account that indicates a clear link to the sources. Terms like, 'globally interdependent society', ie that different states and organisations have to relate to each other in regard to many issues; or 'global village' may be used in the context of the response. The response will develop several points relating to the need for international co-operation, ie resources needed to resolve the issue, the impact the issue has on the global community, the inability of a single country or organisation to resolve the issue.	Level 2 (6 marks)

(c) Marks

0	There is no relevant/accurate information. The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.	Level 0
1–4	Limited attempt to make a case regarding taking action on sustainability issues within a context of a school or a college. There is little or no evaluation. 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.	Level 1
5–8	An account that makes a case for taking action on sustainability issues in the context of a school or college. Several examples of issues relating to sustainability will be included. There is some attempt to make evaluative comments that could persuade fellow students to support the proposal. The response will indicate the benefits of the proposal. A range of differing views will also be considered, but the response may be one-sided. 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.	Level 2
9–12	A clear account that makes a sustained case in regard to sustainability issues in a school or college context. The case will consider a wide range of issues relating to sustainability and how individuals can make a difference. The case will clearly contain points that appeal to a student audience. There will be strong evidence of evaluative comments that cover many aspects of the proposal from a range of viewpoints including those who are of a contrary viewpoint. 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.	Level 3

(12 marks)

Total: 20 marks

Assessment Objective Grid

Question	Assessment Objective 1	Assessment Objective 3
1 (a)	1	
1 (b)	1	
1 (c)	1	
1 (d)	1	
1 (e)	1	
1 (f)	1	
1 (g)	1	
1 (h)	1	
1 (i)	1	
1 (j)	1	
2(a)(b)(c)		10
3/4/5(a) (b) (c)		20
Total	10 (25%)	30 (75%)