



**General Certificate of Secondary Education**

**Citizenship Studies 4106**

**Unit 1 (41051)**

**Report on the Examination**

*2010 examination - June series*

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## Unit 1 (41051): Citizenship Studies

### **General Comments**

This was the first examination for the new Citizenship GCSE Short Course. This unit comprises 40% of the weighting of the Short Course GCSE and 20% of the new Full Course GCSE. The paper seemed well received by candidates who appeared to encounter no major issues with the new style question paper layout. Many candidates wrote at length in regard to some responses. Centres should remind candidates to use the space allocated for responses on the question paper. If more space is required, they should request additional writing sheets. The question paper timing did not appear to be an issue. The paper seemed very accessible and the ability of candidates to mention topical examples to support the points they were making was extremely refreshing. The pre-release topics for the optional questions in Section B appeared to improve the quality of the understanding demonstrated by candidates. Centres are to be congratulated on their preparation for this new paper with its emphasis on Citizenship understanding and the application of active citizenship skills rather than the former, more knowledge-based, approach.

### **Question 01**

Most candidates scored well in regard to these ten, one mark responses. The weakest answers were in regard to Q1 c and j.

- a. Some candidates confused Trade Unions with trading issues.
- b. Most quoted a suitable example of sex discrimination.
- c. This question caused issues for some. What was required was a named national campaign rather than an issue. The most popular response was Suffragettes and votes for women. Fathers 4 Justice was often quoted but gained no marks as the question asked for a campaign that led to a change in Human Rights.
- d. Well answered, many candidates gained the mark by giving a dictionary style response whilst others used an example.
- e. Most candidates gave the correct response. They clearly understood the importance of the UK Parliament in relation to the other choices.
- f. Only half the candidates could give a clear definition of democracy. It is important that key citizenship concepts are clearly understood by candidates.
- g. Most could give a clear account of the term 'petition', although a number did confuse the word with a pension.
- h. The term 'freedom of speech' was well understood, with most candidates giving a correct definition.
- i. Many confused the issues dealt with by an Industrial Tribunal with those relating to health and safety.

### **Question 02**

- a. Most candidates could easily access this question. Most were able to extract relevant information from the source.
- b. Whilst many were able to outline the views of the Council Leader, the question asked candidates to explain their views. Many gained mid-range marks because they failed to explain why they agreed or disagreed with the Councillor's views.
- c. Whilst the question asked candidates to explain which protest method would be the most effective, a large number mentioned a range of methods and discussed the advantages and disadvantages of each. The question only required the selection of one method and supporting evidence for its effectiveness. The choice of most candidates was 'standing in local elections', and many talked about the use of the power they would gain if they won the election. Many others favoured the petition as a 'peaceful' way of indicating that they were concerned about the issue. The mark scheme didn't offer a correct response but looked to the candidates to justify their choice to gain marks, although the justification had to have a clear rationale.

### Question 03

- a. Most candidates were able to extract the required information from the source.
- b. Candidates need to be reminded to read the context of the question. They were required to develop two questions and give reasons for their choices. This presented few issues, although the questions to be drafted were in relation to a test for someone wanting to become a UK citizen not necessarily an immigrant wanting admission to the UK. Some candidates also posed two questions that went over the same issues.
- c. This question about the benefits of living in a multicultural society was well answered. Many benefits related to culture and food. Responses could have been developed by writing about specific groups that have come to live in the UK and giving an understanding of the context for their move to the UK. Overall this section of the question was well answered.

### Question 04

- a. Many candidates solely relied upon the source to gain their marks although the question did allow for responses that were not related to the source.
- b. This question only required candidates to state a case about why people oppose the use of CCTV cameras. Too many wrote about CCTV, incorporating views both for and against. Others relied solely upon the source for information. Many good responses focused upon the concept of 'privacy'.
- c. Candidates were asked to present a case for greater surveillance. This question produced a range of styles for the response, ie some candidates produced work in the form of a speech. Too many again wrote a case for and against, which was not required. Weaker responses wrote only about CCTV, whilst stronger responses mentioned issues like traffic cameras, knife crime and cash machines.

## Question 05

This was the least popular of the three option questions. Those who answered this question tended to score more highly than those who answered questions 3 or 4, especially in regard to part (c) of the question.

- a. Often an example of climate change was quoted without the cause being explained.
- b. This part of the question was not well answered. Many failed to utilise the sources for any guidance. What was required was a clear rationale for why some global issues need countries and organisations to work together.
- c. This question asked candidates to present a case, which led to a range of styles of response, eg written essay, a speech, or bullet points. In regard to this style of question, a candidate will not be penalised for adopting a non essay format. Many of the essay style responses took the form of a speech. Many wrote passionately about this topic as they had the task of persuading others. Some forget that the audience was fellow school students and that the taking action could relate to their own school or college. The second part of the question regarding why some people might disagree was missed by some, but many cleverly wove this issue into their 'speeches'.

## Mark Ranges and Award of Grades

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