



**General Certificate of Secondary Education  
June 2011**

**Citizenship Studies 41053**

**(Specification 4105)**

**Unit 3: Written paper: Citizenship Studies**

***Report on the Examination***

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## **Unit 3 (41053) – Written paper**

### **General**

This was the first year of examination for the full course (Unit 3), and in general the paper was accessible. The responses to Section A questions were varied. In Section B, question 5 was by far the favourite choice, with question 7 being the least popular. Some candidates tried to re-phrase information from the sources in their response to questions, when their own knowledge was limited: this did not gain them any marks.

### **SECTION A**

Candidates had to attempt all four questions in this section. The questions were based on each of the four themes within the specification.

Of the four questions in Section A, question 1 had the highest percentage of marks awarded.

#### **Question 1**

- 1(a)** Statistically, this generated the best responses. Candidates needed to indicate that a strike meant a refusal to work/the withdrawal of labour.
- 1(b)** More than half the candidates gained both marks here for giving two correct actions which trade unions could take during a dispute and a further quarter achieved 1 mark. Boycotts/marches/demonstrations/lobbying were the most frequent answers.
- 1(c)** Here candidates were expected to explain one effect that strikes could have: credit was also given for two less well developed points.

#### **Question 2**

- 2(a)** There was a weaker level of responses here, as only just over a third gained the mark for a clear explanation of devolution.
- 2(b)** Any named PR system gained a mark. Many responses confused two different systems, but there were some very good reasons given for the stated preference.
- 2(c)** One clearly explained, relevant advantage of devolution was required for both marks. This was the poorest response for a part (c) question in Section A. Overall, fewer marks were achieved on this question. There was a definite gap in knowledge about devolution.

#### **Question 3**

- 3(a)** Most candidates understood and explained the term discrimination.
- 3(b)** A fairly small number of candidates were able to answer this question successfully and gain both marks, and only a few named an appropriate Act. Without stating a correct Act of Parliament, candidates could not gain a mark.
- 3(c)** There were mixed responses to this question. Overall, there was a definite lack of knowledge for this part of the question.

#### **Question 4**

- 4(a)** A majority of candidates gained a mark by identifying one role of the IMF.
- 4(b)** The best response for any part (b) question in Section A was achieved here. A good explanation of any relevant harmful effect of the global recession was expected. Many took a lead from the information in the source and developed it well, demonstrating a good understanding.

- 4(c)** Candidates did not know the answer to this part of the question. Many tried unsuccessfully to rework a point from the source. Only a very small number achieved 2 marks.

Generally, there were some excellent responses to this section, but there were areas where gaps in knowledge showed up. However, some candidates did achieve full marks for Section A.

## **SECTION B**

Questions in this section were set on themes 2, 3 and 4. Candidates were required to select **one** question to answer. Topic areas from the three themes were pre-released.

All part (a) questions were worth 2 marks. Part (b) of the questions required the candidate to use the source and their own knowledge in their responses for 6 marks. Part (c) of the questions required the candidate to use the source and their own knowledge and opinions to argue a case within an extended piece of writing.

### **Question 5**

Over half of all candidates chose this question.

- 5(a)** There was a disappointing response to this part of the question and very few candidates gained both marks. Questions on this could have been anticipated from the pre-released topic area.
- 5(b)** In Level 1, candidates gained marks for explaining 1 or 2 benefits of immigration, and more than half achieved marks here. Fewer achieved marks in level 2 by giving very clear explanations of two different benefits of immigration, with examples to illustrate their reply. There were some very good responses based on a sound knowledge and understanding of the issue.
- 5(c)** There was a good response to this question. Within the extended writing, some candidates were able to achieve marks in Level 3 by presenting a well-argued factual response containing examples of the benefits of controlled immigration, mentioning in some cases how immigration has changed and the measures now being used as controls. Opinions were clearly stated and based on the facts presented, along with reasons why some people may not agree. Just under half of all candidates attained Level 2.

### **Question 6**

Just under a third of all candidates chose this question.

- 6(a)** The important feature was that the YOT consists of a range of people from different services who help a young offender not to re-offend. Most candidates gained marks for this.
- 6(b)** Candidates could gain Level 1 marks for one or two points that were partially explained. For Level 2, they mentioned some points about the features of a youth court, the types of sentences which could be given and why they supported youth courts.
- 6(c)** In this extended piece of writing, the response was expected to involve the accurate use of some terminology, the different types of non-custodial sentences and their effectiveness, the effects a custodial sentence could have on a young offender, as well as why some people disagree with non-custodial sentences. Some very good responses also included some causes of youth crime and a few relevant statistics.

### **Question 7**

Less than a fifth of all candidates chose this question.

- 7(a)** The expected response should have named a global campaign and explained what a global campaign meant.
- 7(b)** The quality of responses was better for this part of the question than for any other part (b) question in Section B. In Level 1, two thirds of candidates gave one or two partially developed points about how they could participate in a global campaign. In Level 2, the remaining third gave a good explanation of two or more ways in which their participation could affect a global campaign.
- 7(c)** The best responses named a global campaign and clearly explained what it was trying to achieve. They made some mention of the people and nations involved, with some evaluation of the effects of the campaign, as well as varying views about global campaigns.

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the Results Statistics page of the AQA Website: <http://www.aqa.org.uk/over/stat.html>.

### **Converting Marks into UMS marks**

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)