



**General Certificate of Secondary Education
(Short Course)
June 2012**

Citizenship Studies 41051

(Specification 4106)

Written paper: Citizenship Studies

Report on the Examination

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Unit 1 (41051): Written paper

General

This year the number entered was on a par with last year's entry. The paper seemed well received, as the mean mark was higher. Many students wrote at length and used many additional pages, although in some cases to little effect. Schools and colleges could afford to spend some time focusing students on answering questions within the space available. The range of knowledge and understanding shown by students appears to be increasing year upon year. Most scored well across all sections of the paper. Students need to remember that often the use of examples or case studies can help frame a response and shown clear understanding.

Question 1

- 1(a)** Most students were able to give a broad description of what was meant by the term 'equal opportunities' and many supported their answer with several clear examples, although this was not necessary to gain the mark.
- 1(b)** Most students were able to give at least one clear reason as to the advantages of using a march as a means of protest. Very few used actual examples to support their response.
- 1(c)** This question was poorly answered. Most could not give a clear definition of direct action. Students need to think of examples and write around them.
- 1(d)** Just over half got this question correct. The most powerful local council from the list is a unitary authority.
- 1(e)** Most were able to give a clear account of what the term 'political party' meant. Again, actual named examples helped support many responses.
- 1(f)** The role of Trade Unions appears to be well understood by many. Over 70% answered correctly.
- 1(g)** This was the most successfully answered question, in that over 90% gained a mark for understanding an advantage of the internet in campaigning.
- 1(h)** This was the least successful response; only 39% could write about what is meant by 'freedom of association'. Some just repeated the words back as their response and so did not get the mark.
- 1(i)** Most students could explain the term 'pressure group'. The use of a named example helped to focus a response.
- 1(j)** Almost all students were able to outline one type of illegal discrimination.

Question 2

- 2(a)** Most students could identify three different forms of peaceful protest. Some students did not read the question carefully as they used examples from the source.
- 2(b)** Two clear reasons were given in the source and most students scored well on this question; the third choice was either developed from the source or the student's own knowledge.
- 2(c)** Most could write about the media or campaigning but many could not link the two together clearly. This style of question does call for the use of case studies, which help to give students a context for their response.

Question 3

This was the most popular of the optional questions, being chosen by about 60% of the entry.

- 3(a)** Most students were able to identify two reasons why people migrate from one country to another.
- 3(b)** Many students wrote at length about the advantages and disadvantages of having pupils from a range of ethnic groups in a school. Some of the answers could have been more sharply focussed. The full marks can be achieved within the space available on the paper.
- 3(c)** This question often led to rambling responses. There was a clear need to define community cohesion and then write about what the Government and local communities can do. Many did include examples of current practice.

Question 4

This was the second most popular of the optional questions, being chosen by about 25% of the entry.

- 4(a)** Most students could identify one reason for and one against giving prisoners the vote. Where the source is used it is best to repackage the detail, not just copy out text.
- 4(b)** This question was about the rights of a citizen against unlawful imprisonment, not about rights when imprisoned, as some students thought.
- 4(c)** Too many students believed that they had to cover all aspects of any points that could be made for or against the idea. All that was required within the time was a case supporting one view or another not both.

Question 5

This was the least popular of the optional questions, being chosen by about 15% of the entry.

- 5(a)** This question was about the issues which charities face on the ground when dealing with a natural disaster. Many raised the issue of fund raising, which was not what the question was about.
- 5(b)** Most students had good general background knowledge of this area, but clear examples of charities and their fund raising activities, were often lacking.
- 5(c)** This question asked students to present a case effectively in favour of charities and against governments undertaking their work. It is important to think about a structure for the response, as many students appeared to be unable to make a coherent argument.

Mark Ranges and Award of Grades

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UMS conversion calculator www.aqa.org.uk/umsconversion