



**General Certificate of Secondary Education  
June 2012**

**Citizenship Studies** **41053**  
**(Specification 4105)**

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

***Report on the Examination***

---

Further copies of this Report on the Examination are available from: [aqa.org.uk](http://aqa.org.uk)

Copyright © 2012 AQA and its licensors. All rights reserved.

**Copyright**

AQA retains the copyright on all its publications. However, registered schools and colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools or colleges to photocopy any material that is acknowledged to a third party even for internal use within the school or college.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334).  
Registered address: AQA, Devas Street, Manchester M15 6EX.

## **Unit 3 (41053) – Written paper**

### ***General***

This was the second year of examination for the full course (Unit 3). The responses to Section A questions were varied and in Section B, Question 5 was the favourite choice, with Question 7 being the least popular. As last year, some students with limited knowledge tried to re-phrase information from the sources to respond to questions; this did not gain them any marks.

### **SECTION A**

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

Generally there were some excellent responses to this section, but there were areas where gaps in knowledge were identified.

Of the four questions in Section A, Questions 1, 3 and 4 were answered well, with Question 2 gaining the lowest number of marks.

#### ***Question 1***

This question generated the best responses.

- 1(a)** The response needed to indicate a method of signing a document, and three-quarters of students answered correctly.
- 1(b)** Over half of the students gained both marks here for giving the name of an appropriate pressure group and a recent campaign. Almost one-fifth of students did not achieve any marks for this question.
- 1(c)** Here, 80% gained both marks.

#### ***Question 2***

This was the least well-answered Section A question. Students did not appear to know very much about these areas of the specification.

- 2(a)** Most students could explain a democracy.
- 2(b)** Naming a non-democratic country and its form of government gave rise to a wide variety of responses. Unfortunately fewer than half were correct and a similar proportion did not gain any marks for this question. This was the poorest response for a part (b) question in section A.
- 2(c)** Just over half of students achieved both marks for an outline of two aspects of UK democracy.

#### ***Question 3***

- 3(a)** Three-quarters of students knew that a judge presides over a Crown Court.
- 3(b)** Here the question was divided into two parts. Two-thirds of students knew that 12 people sit on a jury and three-quarters knew what age a person must be to sit on a jury.
- 3(c)** There were mixed responses to this question. Only just over half the students gained both marks for two reasons for keeping jury trials.

### **Question 4**

- 4(a)** Of all part (a) questions in Section A, this was the most serious lack of knowledge. Very few gained a mark for knowing when the Human Rights Act became law in the UK - 1998.
- 4(b)** Almost half gained both marks, although students named a case of human rights abuse but did not expand/develop the point for both marks.
- 4(c)** Here 66% could adequately explain two human rights and why they thought they were important.

### **SECTION B**

Questions in this section were set on themes 2, 3 and 4. Students 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 students to use the source and their own knowledge in their responses for 6 marks. Part (c) of the questions required the students to use the source and their own knowledge and opinions to present a case, within an extended piece of writing.

### **Question 5**

This was the most popular question in Section B. Over half of all students chose this question and in general it was answered well. Students knew what they were talking about. More students gained higher marks in this question than in any other in this section.

- 5(a)** There was a disappointing response to this part of the question. Fewer than half of students explained voter apathy to gain both marks, and a third achieved no mark at all.
- 5(b)** Students gained marks for giving a partial explanation of two ways of participation in our democracy or one way with well-developed reasons.
- 5(c)** There was a good response to this question. Students were expected to demonstrate their knowledge and understanding of a number of ways in which the electorate could be encouraged to vote, by discussing a variety of solutions to voter apathy. A number of points were expected, with some opinions expressed and conclusions drawn.

### **Question 6**

This was also quite a popular question, with almost a third of students choosing it.

- 6(a)** Half of the students gained both marks for being able to describe an opinion poll.
- 6(b)** Fewer than half gained marks for partially explaining two ways in which the media is regulated. Very few gained higher marks for discussing two ways of regulating the media giving appropriate examples. Nearly half had no idea and failed to score a mark. Considering the pre-release of the topic area and with all the recent publicity, this was very disappointing. The best answers considered the regulatory method(s) for a range of media, rather than just one.
- 6(c)** Responses to this question were expected to demonstrate a range of knowledge about different ways in which the media exercises its power to effect change. A range of well-developed examples was expected, or an extremely detailed description of a specific campaign that brought about a major change. A number of points were expected in relation to the chosen examples, with some opinions expressed and conclusions drawn.

### **Question 7**

This was the least popular question in Section B. It produced the worst responses for part (c) of the question. Last year it was also the least popular question but tended to produce very well-structured answers demonstrating a depth of knowledge and understanding.

- 7(a)** Half of the students gained two marks for their explanation of global interdependence.
- 7(b)** Here, students were expected to explain two ways in which global interdependence affects our daily lives, using appropriate examples. Most responses revolved around fuel and food supplies; some did mention other commodities.
- 7(c)** Response to this part of the question was poor. Students were expected to display detailed knowledge and understanding of one specific issue they had studied to demonstrate global interdependence. A number of points were expected in relation to the chosen issue, with some opinions expressed and conclusions drawn.

### **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)